1986

# Familial and Behavioral Correlates of Late Adolescent Individuation

George D. Bozicas
*University of Rhode Island*

# Familial and Behavioral Correlates of Late Adolescent Individuation

By

George D. Bozicas

A Dissertation Submitted in Partial
Fulfillment of the Requirements
for the Degree of
Doctor of Philosophy

University of Rhode Island

1986

## Abstract

The purpose of the present study was to develop and evaluate a model of the late adolescent individuation process. The model developed and subsequently tested incorporated familial, environmental and behavioral variables. Specifically, the family system's level of differentiation, the degree of triangulation between the late adolescent and his or her parents, and the late adolescent's year in college were examined as predictor variables in relation to the late adolescent's degree of individuation, degree of psychological distress, and achievement of relationship intimacy. In addition, the relationships between several specific family processes (e.g., family communication and family conflicts) and the achievement of individuation were explored. Subjects consisted of two hundred and sixty-two university undergraduates who received course credit for the completion of a variety of self-report assessment instruments. The family system's level of differentiation emerged as a significant predictor of late adolescent individuation. A high degree of family communication and a low degree of family conflicts also demonstrated a relationship with individuation. More individuated late adolescents reported less psychological distress and more intimate extrafamilial attachments. Triangulation of the late adolescent into the

parental relationship was not predictive of individuation but was predictive of relationship intimacy. A developmental, multigenerational perspective on the individuation process is outlined and recommendations are made for the treatment of psychological distress among late adolescents in accordance with this broad based approach.

Acknowledgements

I am grateful to many individuals who variously provided me with the support, encouragement and necessary skills to complete this research. I would like to thank my major professor, Dr. Lawrence C. Grebstein, for communicating to me the confidence that I could successfully and efficiently carry out this project. I would also like to thank the members of my committee: Dr. Wayne Velicer, for having impacted in innumerable ways upon my growth as a researcher; Dr. Lisa Harlow, for giving graciously of her time and energy to improve this research and convey the essentials of a complex statistical technique; and Dr. Richard Gelles, for helping to instill in me a commitment to high quality and meaningful research.

I am especially grateful to those friends, relatives and family members who, by believing in me, have sustained and nourished me. I would like to thank my parents, James and Dorothy, my sister, Christine, and my brother, Paul, for always having been there. I share this accomplishment with you. Finally, I would like to thank my wife, Julie, for having been a consistent source of love, support and encouragement and a model of caring, sensitivity and integrity.

Table of Contents

List of Tables

List of Figures

Recent interest in the stages of psychological development throughout the life cycle has promoted a greater understanding of the developmental tasks necessary to achieve maturity. In particular, the developmental tasks of adolescence have received considerable attention. Several important tasks of this period relate to: (a) identity formation (including sexual identity); (b) the development of a capacity for intimacy and commitment in a relationship; and (c) the development of a set of life goals which encompass vocational and career aspirations (Arnstein, 1984). Basic to the achievement of these tasks, however, is the achievement of individuation[1] from parents (Arnstein, 1984; Rogers, 1979).

Late adolescent individuation is a complex, multidimensional process which has historically received little empirical attention. The central aim of the present study is to develop a molar model of this process which might serve to identify key contributing variables. A literature review will focus on: (a) operationalizing the individuation construct; (b) exploring the relationship between family processes and the ability to separate from the family; (c) identifying likely consequences of an inability to achieve individuation; and (d) exploring the

impact of the college experience on the individuation process. Following a synthesis of the relevant literature, a model will be developed and subsequently tested to determine its suitability as a plausible representation of the individuation phenomenon.

## Approaches to Individuation

In psychoanalytic terms, Blos (1979) views adolescence as the second individuation process, the first one having been completed around age three with the attainment of self- and object constancy. The process involves "the shedding of family dependencies, the loosening of infantile object ties to become a member of society at large or, simply of the adult world (p. 142)." The adolescent's ability to forge this psychological autonomy is greatly facilitated by the rapid maturation of the ego's apparatuses of primary autonomy (Steinwand, 1984). Specifically, a physical "growth spurt" and the attainment of formal operations allow the adolescent to critically reevaluate the adult world. In the normal course of development, parents become deidealized through a more realistic appraisal of their attributes. As a result, libidinal energy is eventually reinvested in the extrafamilial world.

In research done on middle-aged males, Levinson, Darrow, Klein, Levinson, and McKee (1978) labeled the Early Adult Transition as constituting a developmental bridge

between the eras of Pre-Adulthood and Early Adulthood. Corresponding roughly to the period of late adolescence described by Blos (1962, 1979), the first task of this transitional period is to terminate the adolescent life structure and "leave the pre-adult world." A major component of this task is separation from the family of origin, both externally and internally. The external aspects of separation may involve moving out of the familial home, becoming financially less dependent, and entering new roles and living arrangements in which one is more autonomous and responsible. The internal aspects involve "an increasing differentiation between self and parents, greater psychological distance from the family, and reduced emotional dependency on parental support and authority (p. 73)."

Separation Drama

Stierlin (1981) developed the concept of the "separation drama" to capture the idea that separation in adolescence is not simply a unidirectional phenomenon but rather a transactional process between parents and children in which there exist "disharmonious pulls and pushes between conflicting forces (p. 3)." This interactional perspective on the separation process reflects a basic tenet of family systems theory. According to Bowen (1978), the equilibrium of the family system is disturbed when a family member moves toward a higher level of differentiation from the family.

The family's reflexive response to such a move is to attempt to restore the former equilibrium. Whether the family can adapt its structure sufficiently to promote healthy separation depends upon the family's level of differentiation.[2]

Differentiation and Transactional Modes

Sabatelli and Mazor (1985) view differentiation as that property of a system which encourages a pattern of family cohesion and adaptability. In the well- differentiated family, members experience an emotional connectedness which allows for separateness as well as the freedom to function as part of a group while maintaining individuality. In contrast, poorly differentiated families are characterized by a "stuck togetherness" whereby interpersonal distances are regulated in such a way that the psychological separation and autonomy of members is blocked.

What are the important determinants of a family's level of differentiation? From a psychodynamic perspective, it is the intrapsychic dynamics of parents which most significantly influence the structure of the family system. As predominantly middle-aged individuals, the intrapsychic functioning of parents will, in large part, be a function of their ability to negotiate the developmental demands of mid-life. For example, middle-aged parents must come to terms with a gradual decline of aggressive and libidinal

drives, potential marital and occupational stagnation, and a need to assess and confirm existing loyalties at a time when their adolescent offspring are beginning to modify and shift their own (Stierlin, 1981).

Parental functioning will also reflect the extent to which unconscious conflict deriving from relationship experiences in parents' own families of origin has been adequately resolved. Stierlin (1981) has identified a variety of family "transactional modes" (i.e., binding, delegating, and expelling) that, if seen to rigidly and intensely characterize an adolescent's family, indicate a lack of resolution of parental conflict. When such conflicts persist, families are seen to be poorly differentiated and, hence, unable to facilitate the individuation process.

Families with a particularly low level of differentiation are characterized by the transactional mode of binding. The characteristic covert assumption of this mode is that emotional security and essential life satisfactions can only be obtained within the family and not in the "hostile" and "forbidding" environment. Binding may occur on an affective or cognitive level, or through the exploitation of loyalty ties to the family.

Binding on the affective level occurs when parents,

attempting to satisfy their own unconscious needs, infantilize adolescents by offering undue regressive gratification. For example, an overgratifying parent may need to be confirmed as giving and bountiful. Such a parent may alternatively need to compensate for past losses or emotional deprivations which he or she suffered as a child. Still further, the regressively gratifying parent may be attempting to cope with ambivalent, hostile, and rejecting impulses toward the child. The overgratified child thus serves as living proof of parental lovingness.

Cognitive binding occurs when an adolescent is repeatedly told how he or she thinks. By being intrusively interpretive, parents interfere with the adolescent's ability to develop differentiated self-awareness and self-determination and consequently "mystify" the adolescent about what he or she feels, needs and wants. Accordingly, cognitively bound adolescents are dependent upon their parents for their own sense of values, ideals and priorities.

Binding may also occur through parental exploitation of adolescent loyalty ties (Boszormenyi-Nagy & Spark, 1973; Stierlin, 1981). These parents convey, most often covertly, that they have totally sacrificed themselves for their child and that they have lived only for their child. They also convey, both through their actions and apprehensions, that

they can live only through their child. As a result, separation in either thought or action produces tremendous "breakaway guilt" in the adolescent, which, in turn, reinforces his or her sense of "family loyalty."

Families characterized by the delegating transactional mode also possess low levels of differentiation, though there is some tolerance for the autonomy of family members. Still, the autonomy of members is limited and almost always serves a function for the family. For example, parents may need both to bind their child, but also to send the child out, as if on a leash, as a "delegate" entrusted with a mission. Delegate missions are dictated by parental needs. Most often, these needs would give rise to intensified internal conflict and ambivalence should the parent try to fulfill them alone.

Delegate "missions" may serve parental needs on affective (Id), ego, or superego levels. Delegates enlisted to serve affective needs may be "sent out" to provide vicarious "thrills" to compensate for what parents missed when they were adolescents. Such thrills might include the use of alcohol or other drugs, delinquent behavior or sexual acting out. These thrills, while covertly sought, can be conveniently disowned by parents who may scold or punish the child for that which he or she was delegated to do.

A parent may obtain gratification on the ego level when an adolescent is solicited to function as "a faithful, unswerving ally" in battles with individuals whom the parent perceives as persecuting and/or malevolent. For example, an angry and embittered wife might recruit her son to show up her husband as a professional failure by encouraging the son to attend college and study hard to become a professional success. Such recruitment, alternatively described by Minuchin (1974) as representing a "cross- generational coalition," is likely to engender tremendous loyalty conflicts in the adolescent.

Adolescent missions may serve parents' ego ideal (superego) when these missions are designed to compensate for unfulfilled parental aspirations. For example, the adolescent may become burdened with exaggerated and frustrated parental wishes to become a scientist, lawyer or physician. The adolescent's efforts to succeed in his or her mission may be motivated strongly by a fear of loss of parental love and approval as a consequence for an inability to actualize the parental projection (Zinner & Shapiro, 1972).

The final family transactional mode is the expelling mode. Strong pressures for physical and emotional separateness exist when the expelling mode is dominant in the adolescent's family. Essentially, parents do not want

these children in that they view them as burdensome and expendable. As a result, parents accelerate the separation process. Due to their own preoccupations or conflicts, parents in the expelling family deprive and neglect their children. These families are poorly differentiated in that separation is "imposed" upon adolescents before a base of emotional connectedness is ever established.

In sum, from a psychodynamic perspective, the family system's level of differentiation is a function of the extent to which parents have adequately resolved conflicts stemming from their own early relationship experiences and from the developmental challenges of mid-life. A lack of successful resolution of these conflicts will be made manifest through the persistence of characteristic family "transactional modes." These transactional modes all serve to impede the mutual individuation of family members and have particular ramifications for the ability of late adolescents to function successfully in the extrafamilial world.

Triangulation

To a large extent, the relational dynamics of the various transactional modes reflect the attempts of parents to retain an intrapsychic equilibrium as they attempt to cope with their own developmental conflicts. Family systems theorists have alternatively focused upon parental efforts

to maintain an interpersonal equilibrium as they encounter the developmental tasks of mid-life. Since the restructuring of family roles and communication patterns is an inevitable consequence of system modification, such restructuring, as necessitated by the impending departure of the adolescent, is likely to pose a significant threat to families in which the adolescent has served and continues to serve an important homeostatic function. For these families, in which a "triangulation" process (Bowen, 1978; Haley, 1980; Minuchin, 1974) is operating, marital "harmony" is dependent upon and maintained by a joint parental focus on and communication through a problematic child. The development of symptoms or other types of "failing behavior" in the late adolescent has been considered a sine qua non of family resistance to separation (Haley, 1980). The adolescent's problems are likely to be masking long-standing areas of marital distress which could potentially become manifest if the adolescent were "allowed" to disengage successfully.

In addition to the development of symptoms, the triangulation process has been observed to affect the late adolescent's capacity to develop satisfying, intimate extrafamilial attachments. According to Satir (1967), parents who perpetuate a dysfunctional family triangle subtly deliver a message to their child that he or she can both relieve parental pain and preserve the marital

relationship. Saddled with the responsibility of meeting parental needs, the child's own needs are left unfulfilled. Moreover, the child does not learn a satisfactory way of getting his or her needs attended to. The child is likely to become distrustful and unable to reliably predict behavior in relationships. The parental conflict becomes internalized, thus setting the stage for the recapitulation of the family drama in the child's own subsequent involvements.

Thus, though the "triangulated" adolescent serves an important homeostatic function for the family, such an adolescent also sacrifices his or her own social and psychological development. This adolescent is likely to be poorly individuated, highly symptomatic, and deficient in his or her capacity to develop and maintain intimate outside attachments.

Individuation and the College Experience

For many late adolescents, college serves as a bridge between the pre-adult and adult years. Accordingly, the university experience per se becomes another important variable contributing to the understanding of late adolescent individuation. Arnstein (1984) has examined class status (i.e., freshman, sophomore, etc.) in relation to the formation of "identity" and "intimacy." During the freshman year, an increase in autonomous functioning

bolsters internal self-reliance, which, in turn, promotes greater internal separation. With the waning of initial freshman anxieties, identity concerns become more central in the sophomore and junior years. Students may begin to "try on" different identities before finding one that gratifies both internal and external needs. Additionally, serious emotional relationships have begun to form. These relationships may foster the development of a capacity for intimacy and the establishment of a satisfactory sexual identity. Senior year often signals a reawakening of concerns over separation due to the need to decide on a career or work direction, decisions about relationships which may have formed during college, and possible family expectations to reassert control following a four-year moratorium on dependent functioning. Ordinarily, however, the increased opportunities for experimentation and choice which were afforded to the graduating student will have ensured steady progress towards the attainment of emotional maturity. Thus, late adolescents' success in negotiating the challenges of the college years should promote increased individuation, which, in turn, should foster an increased capacity to develop satisfying extrafamilial relationships.

Empirical Research

While there has been much theoretical speculation about the effects of "enmeshed" relational systems, only recently have some researchers begun to demonstrate empirically the

effects of this phenomenon among late adolescents. For example, extrapolating from the description of the separation- individuation phase during infancy and early childhood (Mahler, 1968; Mahler, Pine, & Bergman, 1975), Hoffman (1984) developed the Psychological Separation Inventory (PSI) to tap the relative achievement of four aspects of adolescent separation: functional, emotional, conflictual, and attitudinal independence. Utilizing a mixed-sex sample of 150 university undergraduates, Hoffman (1984) found that greater emotional independence (i.e., freedom from an excessive need for approval, closeness, togetherness, and emotional support in relation to the mother and father) was related to better academic adjustment. Greater conflictual independence (i.e., freedom from excessive guilt, anxiety, mistrust, responsibility, resentment, and anger in relation to the mother and father) was related to better personal adjustment, particularly with regard to love relationships. An important limitation of this study is the use of the separation-individuation phase of early childhood as the conceptual base for the development of the PSI. According to Steinwand (1984), individuation in adolescence is in no way a recapitulation of early separation-individuation. The process of self-object differentiation is (usually) no longer pertinent as object constancy has been achieved. Instead, adolescent individuation involves a disengagement from previously internalized infantile objects.

The effects of "triangulation" on late adolescents have also been demonstrated. Teyber (1981) examined the relationship between late adolescents' perceptions of their parents' marital bond and academic success on a sample of 72 18-year-old males. He found that subjects who perceived their parents' relationship to be the primary emotional bond in the family were more likely to succeed academically and were more internal on the Rotter (1966) internal versus external locus of control scale than subjects who reported a nonmarital bond (e.g., mother-son, father-daughter) as primary. This finding was taken to strengthen support for the structural family relations (cf., Minuchin, 1974) notion that dysfunctional families are characterized by cross-generational rather than marital alliances. Similarly, in a study of 99 adolescent high school girls, Bell and Bell (1982) found that adolescents who scored high on a number of measures reflecting general maturity were less likely to be triangled (either as a scapegoat or in a cross-generational coalition) into the parental relationship than were adolescents who scored low on the same measures. Unfortunately, both of these studies employed diverse and empirically unsupported procedures to identify the family triangulation process. As a result, the findings must be interpreted cautiously.

Finally, on the basis of experience with a large number of clinical cases, Held and Bellows (1983) report that

college students in severe crises (e.g., suicidal crises) have typically accepted the role of "achiever" for the family. They feel that these crises most often occur within the context of enmeshed family systems in which unfulfilled parental aspirations have been transmitted to the adolescent. The crisis is seen as an expression of and a "solution" to the dilemma of feeling the need to both achieve for, and remain overinvolved with, the family.

Present Study

The purpose of the present study is two-fold. First, though there has been much theoretical speculation about the adolescent separation process and its vicissitudes, little empirical research has been done in this area. Thus, a major goal of the present study is to further our empirical knowledge of the adolescent separation process with regard to relevant family systems and intergenerational family theory concepts and to the behavioral sequelae of greater vs. lesser degrees of adolescent separation.

A second major goal of the present study is to provide empirical evidence which might further our understanding of the interrelationships between two perspectives for studying

behavior, i.e., the individual and the familial. According to Slipp (1984), family systems theory evolved partly out of antipathy for the linear, mechanistic, and "closed" system view of psychopathology held by the psychoanalysts. However, in abandoning the contribution of the individual in the development of psychopathology, the early family systems theorists commited the same fundamental errors. In their sole focus on the family's role in the etiology and maintenance of psychopathology, they too developed a "closed" theoretical system which ignored the contributions from other important systems, e.g., the individual, societal and cultural systems. At present, there appears to be a growing interest in developing more integrated theoretical perspectives, particularly as manifested in attempts to bridge individual (e.g., object relations theory) and systems theories (cf., Feldman, 1982; Mallouk, 1982; Slipp, 1984;). The present study will attempt to shed empirical light on the movement for this synthesis by exploring one possible area of overlap between these two systems. This exploration will focus on the relationships between individuation (an individual cognitive and emotional phenomenon) and a variety of attributes of the family system.

## Models

### The Differentiation Construct

The primary objective of this study is to examine a model of the late adolescent individuation process based upon the theoretical and empirical observations reported above. A key construct in this investigation is the family system's level of differentiation. Differentiation has been defined by Sabatelli and Mazor (1985) as that property of a system which encourages a pattern of family cohesion and adaptability. A direct measure of this construct does not exist. However, an approximation of this construct may be obtained through the use of a multiplicative score based upon the Cohesion and Adaptability subscales of FACES-III (Olson, Portner, & Lavee, 1985).

Family cohesion and family adaptability are the two central dimensions of the Circumplex Model of Marital and Family Systems (Olson, Russell, & Sprenkle, 1983). Family cohesion is defined as "the emotional bonding that family members have toward one another (p.4)" and family adaptability is defined as "the ability of the family to change its power structure, role relationships, and relationship rules in response to developmental stress. (p.4)" Families who display little cohesion are described as "disengaged" while families who display high cohesion are seen as "enmeshed." Low adaptability families are characterized as "rigid" while high adaptability families are seen as "chaotic."

Typically, families who display moderate amounts of both cohesion and adaptability are seen as optimally functional. However, in times of family transition, alternative family structures might prove more functional (Minuchin, 1974; Olson et al., 1983). With regard to the family transition of adolescent separation, it is hypothesized that a family structure which permits close emotional ties (i.e., moderate to high cohesion) and can adapt in response to developmental demands (i.e., moderate to high adaptability) will best promote healthy separation. Thus, in the present study, the family's level of differentiation will be operationalized by Cohesion X Adaptability.

Predictions: Model 1

Figure 1 presents a model of the late adolescent separation process which will be examined in the present study. Several direct relationships are predicted and the rationale for each of these predictions will be summarized.

1. Differentiation is expected to negatively predict Psychological Distress [physiological, cognitive, and motivational manifestations of depressive

symptomatology (Tanaka & Huba, 1984) as measured by the Beck Depression Inventory (BDI; Beck, Ward, Mendelson, Mock, & Erbaugh, 1961)]. Haley (1980) and Held and Bellows (1983) have observed a relationship between symptomatology in the late adolescent and the undifferentiated family. Thus, late adolescents from poorly differentiated families are expected to show symptoms of psychological distress.

2. Differentiation is expected to positively predict Intergenerational Individuation [a pattern of abilities to do the following: (1) to order and direct one's own thoughts and opinions; (2) to choose to express or not to express one's thoughts and opinions regardless of social pressures; (3) to make and respect one's own personal judgements, to the point of regarding these judgements as justification for action; and (4) to take responsibility for the totality of one's experience in life (Williamson, Bray, & Malone, 1984)]. The proposition that undifferentiated family systems block healthy separation has been made by several authors (e.g., Minuchin, 1974; Sabatelli & Mazor, 1985; Stierlin, 1981). Thus, late adolescents from well-differentiated families are expected to show high levels of individuation.

3. A direct positive effect is predicted for the variable Intergenerational Triangulation [a type of relationship between parents and adolescents which is characterized by closeness without voluntariness or boundaries and as one in which the adolescent feels pulled into the parental relationship (Williamson et al., 1984)] on Psychological Distress. Previous findings have demonstrated the negative psychological effects of the triangulation process on the late adolescent in the areas of academic success and locus of control (Teyber, 1981), general maturity (Bell & Bell, 1982), and dependency and "breakaway guilt" (Stierlin, 1981). Thus, late adolescents who are triangulated into the parental relationship are expected to manifest symptoms of psychological distress.

4. A direct negative effect of Intergenerational Triangulation on Intergenerational Individuation is predicted. This prediction is supported by the observations and findings of several researchers (e.g., Bowen, 1978; Haley, 1974; Satir, 1967) which suggest that a "triangulated" adolescent sacrifices (usually unconsciously) his or her own development and autonomy to preserve a tenuous marital relationship. Thus, late adolescents who are triangulated into the parental relationship are expected to reveal low levels of

individuation.

5. Intergenerational Triangulation is expected to negatively predict Relationship Intimacy [a relationship characterized by voluntary closeness with distinct boundaries to the self and comprised of: trust, love/fondness, self-disclosure, and commitment (Williamson et al., 1984)]. The "triangled" adolescent has been observed to be distrustful in and confused by extrafamilial relationships (Satir, 1967) and to possess low general maturity (Bell & Bell, 1982). Thus, late adolescents who are triangulated into the parental relationship are expected to show low levels of relationship intimacy.

6. A direct positive effect is predicted for the variable Class Status (i.e., freshman, sophomore, etc.) on Intergenerational Individuation. Based on the observations of Arnstein (1984), progress in college should be associated with an increasingly differentiated sense of self. Thus, more individuated late adolescents should reveal few symptoms of psychological distress.

7. A direct negative effect of Intergenerational Individuation on Psychological Distress is predicted. Haley (1980) has suggested that symptomatology in the late adolescent is a sine qua non of separation problems.

8. A direct positive effect is hypothesized for Intergenerational Individuation on the variable Relationship Intimacy. According to Meissner (1978), there exists a tendency for partners of equivalent levels of immaturity and differentiation to be attracted to each other. In intergenerational family systems terms, individuals whose primary relationships are characterized by closeness without boundaries to the self are apt to seek out partners with similar relationship histories. Individuals forming relationships with similarly low levels of differentiation of self are likely to form undifferentiated partnerships (Bowen, 1978) rather than partnerships based on "relationship intimacy." Thus, more individuated individuals should display more intimate relationships. In further support of this prediction, Hoffman (1984) observed a relationship between conflictual independence from parents and adjustment in love relationships. Thus, more individuated late adolescents are expected to form more

intimate extrafamilial relationships.

9. A direct effect is predicted for Relationship Intimacy on Psychological Distress with greater intimacy predicting less distress. The development of a capacity for intimacy and the establishment of a satisfactory sexual identity is an important psychosocial task facing the late adolescent (Arnstein, 1984). The successful negotiation of this task has been hypothesized to be blocked by the family triangulation process. Accordingly, psychological distress among late adolescents might be a reflection of the struggle to meet this developmental challenge in the face of family pressure to fail and thus remain tied to the family. Thus, late adolescents who are able to form intimate relationships are expected to reveal few symptoms of psychological distress.

## Predictions: Model 2

Figure 2 presents a second model to be tested in the present study. This model depicts the hypothesized relationships among several characteristics of the family system. The analysis of the model will serve two purposes.

First, it will provide a measure of construct validity for Differentiation. This will be achieved by examining the relationship between the Differentiation construct and other theoretically related family constructs. Second, it will provide information on the extent to which specific family processes relate to the system's level of differentiation. There currently exists little if any empirical data on such relationships.

The family system characteristics of Positive Family Affect, Family Communication, Family Rituals, Family Conflicts, and Family Worries will be measured by subscales of the Family Functioning Scale (FFS; Tavitian, Lubiner, Green, Grebstein, & Velicer, 1985). Positive Family Affect refers to the general positve or negative feeling that a family member has toward his or her family. Family Communication refers to the degree to which family members verbally exchange information about their thoughts, attitudes, and feelings. Family Rituals reflects the extent to which a family engages in those ritualistic activities which give the family a collective sense of cohesion and unity. Family Conflicts refers to the extent to which a family's interactions consist of conflict and are disruptive to the organization and functioning of the family. Finally, Family Worries reflects the extent to which a family member feels concerned about the behavior, thoughts, and feelings

of others in the family. Hypothesized relationships among the FFS subscales and the Differentiation construct derived in the present study are summarized below.

Previous research on the FFS (Bozicas, Tavitian, Grebstein, & Velicer, 1985) has suggested that the subscales of Family Communication and Family Rituals are tapping verbal and non-verbal (symbolic) aspects of communication, respectively. Family communication has been viewed by several authors (Bateson, Jackson, Haley, & Weakland, 1956; Epstein, Bishop, & Levin 1978; Haley, 1976; Satir, 1967) as a critical variable in the determination of effective family functioning. Clear and direct communication has been seen to promote healthy family adjustment while masked and indirect communication has been implicated in the genesis of family conflict. Thus, strong positive correlations are expected among the Family Communication, Family Rituals, and Positive Family Affect subscales while these same subscales are expected to correlate negatively with the Family Conflicts subscale.

The Family Worries subscale should demonstrate a positive relationship with Family Conflicts and an inverse relationship with Positive Family Affect. High Family Worries is suggestive of an emotional overinvolvment with

the family. A lack of psychological autonomy among late adolescents is likely to prompt both an internal and external struggle. This struggle is likely to manifest itself internally in a negative view of the family and externally through an upsurge in adolescent-parent conflict.

Olson, Russell, and Sprenkle (1983) have identified family communication as a key dimension which operates to facilitate movement within their Circumplex Model. Accordingly, both Family Communication and Family Rituals should demonstrate a positive relationship with the system's level of Differentiation. Positive Family Affect should also reveal a strong positive relationship with Differentiation as a consequence of the family's offering to the adolescent an environment from which individuation can occur most fluidly. In contrast, strong negative feelings and high Family Conflicts are likely to prevail in the low Differentiation family as a consequence of the opposing needs of the adolescent (i.e., need for autonomy) and his or her family (i.e., need for homeostasis). Finally, consistent with the theoretical and empirical observations of several authors (e.g., Minuchin, 1974; Sabatelli and Mazor, 1985; Stierlin, 1981), high Family Worries (i.e., emotional overinvolvement with the family) should demonstrate a relationship with the low Differentiation family.

# Method

## Subjects

A total of 262 university undergraduate students participated in this study. All participation was voluntary. Subjects were generally evenly distributed across the four college classes of freshmen (26.%), sophomore (26.%), junior (23%), and senior (25%). Seventy-six percent of students' parents were married, 17% were divorced, 3% were separated, 3% were widowed, and 1% were never married.[3] Approximately 49% of subjects were residence hall residents, while 27% resided in off-campus apartments, 12% resided in either fraternities or sororities, 9% resided in their parents' home, and 2% had unspecified residences. Subjects were predominantly female (70%) and averaged 20 years of age. Ninety-four percent of the sample was white and 4% was Native American. Black, Asian and Hispanic students comprised the final 2%. The sample was represented ethnically as follows: 21% was Irish; 19% was Italian; 12% was British; 7% was French-Canadian; 7% was Jewish; 4% was German; 2% was Polish; 2% was Greek; 1% was Afro-American; 1% was Lebanese. The remaining 22% classified themselves as Other. The average annual family income reported was $40,000. Complete sample characteristics are presented in Table 1.

## Instruments

Each of the variables to be examined in the proposed models is viewed as a latent construct. The variables of Intergenerational Triangulation, Class Status, and the five FFS subscales of Positive Family Affect, Family Communication, Family Rituals, Family Conflicts, and Family Worries are viewed as latent independent constructs in that they serve solely as predictor variables. The variables of Intergenerational Individuation, Relationship Intimacy, and Psychological Distress are viewed as latent dependent constructs in that they serve as criterion or explained variables. Differentiation serves as a latent independent construct in Model 1 and as a latent dependent construct in Model 2. Manifest or measured variables are created for each latent construct by arbitrarily grouping items from each variable (subscale) into smaller subgroupings of items.[5] These subgroupings serve as indicators of the latent constructs. The latent constructs examined in this study are assessed by manifest variables formed from subscales of the instruments listed below.

Personal Authority in the Family System Questionnaire (PAFS-Q). The PAFS-Q (Williamson, Bray, & Malone, 1984) is a 132-item, self-report instrument designed to assess important relationships in the three-generational family system as perceived by each individual in the family. Developed according to theoretical test construction

principles, PAFS-Q items operationalize constructs from current intergenerational family theory (e.g., Bowen, 1978; Williamson, 1981, 1982). The PAFS-Q is composed of eight subscales, three of which are employed in the present study. These are: (1) Intergenerational Fusion/Individuation - the degree to which a person operates in a fused or individuated manner with parents; (2) Intergenerational Triangulation - the degree of triangulation between a person and his or her parents; and (3) Spousal Intimacy ("Relationship Intimacy") - the degree of intimacy and satisfaction with one's mate or significant other. Individuals respond to items using a 5-point Likert-type scale and are asked to rate current relationships. Unmarried individuals respond to questions about one's spouse as they would to describe the relationship with one's most significant other, or most likely or most recent significant other.

The psychometric properties of the PAFS-Q are presented by Williamson et al. (1984). Test-retest reliability and internal consistency (Cronbach alpha) were established on a sample of 90 nonclinical volunteers. Cronbach alpha coefficients ranged from .82 to .95 with a mean of .90. Test-retest reliability estimates calculated for a two-week testing interval ranged from .55 to .95 with a mean of .74. Content validity was established through item evaluations by advanced graduate students in psychology and by mental

health professionals with relevant training and clinical experience. Through these evaluations, items were re-worded, moved to different scales, or dropped from the scale completely.

Criterion-related validity was established by correlating individuals' responses on the PAFS-Q with responses on FACES-II (Olson, Portner, & Bell, 1982), the Dyadic Adjustment Scale (Spanier, 1976), and the Symptom Index (Sheely, 1982). Several correlations in the expected direction provided evidence for the concurrent validity of the instrument. Correlations between the PAFS-Q subscales and social desirability were also found to be generally low with only three subscales revealing correlations above .30. Finally, a factor analysis of the PAFS-Q provided some internal evidence for convergent and discriminant validity. This analysis confirmed the theoretical structure of the scale and revealed low to moderate intercorrelations among the subscales. The three PAFS-Q subscales which are employed in the present study are presented in Appendix A.

Family Functioning Scale (FFS). The FFS (Tavitian, Lubiner, Green, Grebstein, & Velicer, 1985) is a 42-item, self-report measure designed to tap an individual's perception of his or her family in relation to the

dimensions of Positive Family Affect, Family Worries, Family Conflicts, Family Communication, and Family Rituals. Developed according to both internal and theoretical test construction approaches, the authors adopted an eclectic approach to item generation, drawing from the major family theorists in formulating the content domain to be assessed. A total of 197 statements regarding family functioning were balanced to control for acquiescent response distortion (Cronbach, 1946; Jackson & Messick, 1958). In addition, 19 true-false items taken from the Social Desirability subscale of the Jackson Personality Research Form (Jackson, 1976) were adapted to the 7-point Likert-type response format of the FFS. Together, these items were presented in random order to an initial sample of 565 subjects.

Tavitian et al. (1985) performed a principal component analysis (PCA) on the 197 X 197 matrix of family functioning item intercorrelations based on the questionnaire responses of one-half (N=283) of the subjects in the sample. Through the elimination of low loading items (<.40 on all components) and complex items ($\geq$.40 on more than one component), successive PCA's with varimax rotation were performed until a small pool of items with a clear, well-defined component pattern was achieved. A 5-component, 32-item solution was selected as the most readily interpretable and potentially meaningful descriptor of

family functioning. This initial solution accounted for 50.3% of the total variance. All data analyses were cross-validated on the second half of the sample (N=282) with comparable results.

While the psychometric properties of this initial solution were adequate, problems remained in terms of the small number of items comprising two subscales, i.e., Family Worries and Family Rituals. In an attempt to address this problem, a second study was initiated on a sample of 294 undergraduates and their family members (Tavitian et al., 1985). Here, thirty additional items were generated through an intuitive rational approach (Hase & Goldberg, 1967) and administered along with the originally retained item set plus the social desirability items. Principal component analyses allowed for the incorporation of ten additional items into the scale, thus creating the current 5-component, 42-item scale.

The psychometric properties of the revised 42-item version of the FFS were examined in a study of 177 nonclinical individuals (Bozicas, Tavitian, Grebstein, & Velicer, 1985). Internal consistency estimates ranged from .75 to .85 for the five subscales. Subscale intercorrelations were found to be low to moderate, while

correlations with social desirability were also found to be moderate. In the same study, criterion-related validity evidence was obtained through comparisons among FFS components and similarly defined dimensions of the Family Assessment Device (Epstein, Baldwin, & Bishop, 1983). Several correlations in the moderate to high ranges provided evidence of concurrent validity. In addition, principal component analyses provided confirmation of the scale's underlying component structure. The FFS is presented in Appendix B.

Family Adaptability and Cohesion Evaluation Scales-III (FACES-III). FACES-III (Olson, Portner, & Lavee, 1985) is the third version of FACES scales developed to operationalize the Circumplex Model of Marital and Family Systems (Olson, Russell, & Sprenkle, 1979). This model grew out of a conceptual clustering of over 50 concepts developed by various family- oriented researchers, theoreticians and practitioners. Two major dimensions of family cohesion and family adaptability emerged from this conceptual clustering.

Family cohesion is defined as the emotional bonding that family members have toward one another and includes the specific concepts of emotional bonding, boundaries, coalitions, time, space, friends, decision-making, interests

and recreation. Family adaptability is defined as the ability of a marital and family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress. This dimension includes the specific concepts of family power (assertiveness, control, discipline), negotiation style, role relationships and relationship rules. Each dimension is conceptualized along a 4-point continuum. Family cohesion ranges from disengaged to separated to connected to enmeshed, while adaptability ranges from rigid to structured to flexible to chaotic.

Through the use of a circular matrix locating a family's functional style along the two dimensions, 16 distinct types of marital and family systems can be identified. Four of these 16 types are moderate on both dimensions (balanced types), eight are extreme on one dimension and moderate on the other (mid-range types), and four types are extreme on both dimensions (extreme types). Balanced and moderate types are hypothesized to be the most functional types while extreme types are predicted to be the most dysfunctional.

Faces-III is a 20-item, self-report measure which was derived from the previous 50-item version of Faces-II

(Olson, Portner, & Bell, 1982). The 50 items of Faces-II were administered to 2,412 individuals in a national survey of nonproblem families across the life cycle. The total sample was split in half randomly. A factor analysis (type not specified), limited to two factors, was conducted with Sample 1. Items were selected if they clearly loaded on only one factor (cut-off scores are not reported). An iterative process of adding, eliminating, and replacing items was used until 10 items per dimension were retained. The dimensions were found to be uncorrelated (.03). The factor structure was replicated on Sample 2.

Cronbach alpha coefficients based on the entire sample were .77 for cohesion, .62 for adaptability, and .68 for the total scale. Test-retest reliabilities computed for a 4-5 week testing interval were reported only for Faces-II. These reliabilities were .83 for cohesion, .80 for adaptability, and .84 for the total scale. Evidence of content validity for Faces-II items was provided through evaluations by students and expert judges. No criterion-related validity studies are reported for Faces-III. Construct validity for Faces-III was assessed by factor analysis. The dimensions were shown to be orthogonal (r=.03). Factor loadings for cohesion range from .39 to .69 and from .34 to .48 for adaptability. There were no complex items. Correlations with social desirability were .35 for

cohesion and .00 for adaptability.

Beck Depression Inventory (BDI). The BDI (Beck et al., 1961) is a 21-item self-report measure of depression. Items in the inventory were derived clinically through systematic observations of characteristic attitudes and symptoms of depressed patients in psychotherapy. Observed attitudes and symptoms which were consistent with the psychiatric literature on depression were selected for inclusion in the content domain to be assessed. Each item in the inventory consists of four self-evaluative statements scored 0 to 3, with increasing scores indicating greater severity of depression. Responses are added to yield a total score, ranging from 0 to 63. Item 19 in the inventory addresses weight loss and is not scored if the individual indicates that he or she is attempting to lose weight. BDI scores are generally categorized into levels of depression in the following manner: 0-9 indicates a normal nondepressed state, 10-15 reflects mild depression, 16-23 reflects moderate depression, and 24-63 reflects severe depression.

Confirmatory hierarchical factor analysis of the BDI revealed that primary constructs could be thought of as reflecting physiological, cognitive, and motivational manifestations of depressive symptomatology while

second-order loadings reveal that each of these primary constructs contributes equally well to defining a second-order factor of general depression or psychological distress (Tanaka & Huba, 1984).

Shaw, Vallis, & McCabe (1985) report on the following psychometric characteristics of the BDI. Split-half reliability coefficients range from .58 to .93. The average item-total correlation is .68. Test-retest reliability estimates range from .69 to .90. Concurrent validity evidence has been demonstrated by BDI correlations with clinicians' ratings of depth of depression in the range of .62 to .77. The BDI has also demonstrated moderate to high correlations with several other self-report measures of depression as well as weak correlations with social desirability. The BDI is presented in Appendix C.

Procedure

Subjects were asked to complete a packet of forms to include: (a) three subscales from the PAFS-Q (Appendix A); (b) FACES-III; (c) Family Functioning Scale (Appendix B); (d) Beck Depression Inventory (Appendix C); (e) Research Consent Form (Appendix D); and (f) Background Questionnaire (Appendix E). The purpose of the background questionnaire was to obtain demographic information on the present sample.

Subjects were asked to complete the forms, seal them in an envelope (provided), and return them within a 2-week period. Respondent confidentiality was maintained through the removal of the signed informed consent form from each packet upon its return. This signature was the only identifying information provided. Identification numbers were assigned to the packets for data analysis purposes only.

## Results

### Preliminary Analyses

As a preliminary step to the analysis of the models presented in Figures 1 and 2, validity and reliability checks were conducted on each of the measures. The internal validity of each measure was assessed through a principal component analysis. For each analysis, the Minimum Average Partial (MAP) method (Velicer, 1976) was used as a guide to determine the number of components to retain. This method has been shown to be highly accurate (Zwick & Velicer, 1982, 1986). A varimax rotation was performed on each of the component patterns. Item cross-classification tables (Velicer, DiClemente, & Corriveau, 1984) were then constructed to evaluate the concordance of each of the derived component solutions with their respective original solutions. With this procedure, a matrix is developed whereby items which load .40 or greater on a component are designated as salient for that component (scored 1), and

items which load below .40 are considered non-salient (scored 0). The matrix thus provides a graphic representation of item loading patterns in relation to those patterns derived previously. Reliability checks were conducted by computing means, standard deviations, Cronbach alpha coefficients, and subscale intercorrelations for each of the measures and comparing these scale statistics with those previously reported.

Appendix F presents an item cross-classification and scale statistics for the FFS. Thirty-nine of 40 items were cross-classified successfully. No complex items emerged. One Family Rituals item loaded only .35 on its respective subscale. A similar pattern of scale statistics in comparison to those previously reported (Bozicas et al., 1986) also emerged. Means and standard deviations tended to be highly similar. Internal consistency estimates remained adequate to good while subscale intercorrelations remained low to moderate. In general, these results provided good support for the psychometric properties of the FFS.

The psychometric properties of the PAFS-Q are presented in Appendix G. The item cross-classification revealed that 27 of 31 items could be cross- classified successfully and that there were no complex items. The comparison of means

and standard deviations with those previously reported (Williamson et al., 1984) revealed some differences. However, sample differences [nonclinical adults (previous study) vs. college students (present study)] are likely to be accounting for these discrepancies. With the exception of the lowered alpha coefficient for the Intergenerational Individuation subscale, internal consistency remained moderate to high and subscale intercorrelations remained low. These results also provided good support for the psychometric characteristics of the PAFS-Q.

Appendix H presents an item cross-classification and scale comparisons for FACES-III. As shown, eighteen of 20 items loaded as expected on FACES-III. However, two of these items were complex. The remaining two items, while loading correctly on the Adaptability subscale, did not meet the .40 criterion for salience. The comparison of means and standard deviations with those previously reported (Olson et al., 1985) revealed some discrepancies. Again, sample differences [adults across the life cycle (previous study) vs. college students (present study)] may account for this finding. Cronbach alpha coefficients tended to be much higher in the present sample as was the correlation between subscales. The subscale intercorrelation of .32, however, is relatively low in comparison to the subscale interdependencies often found among family assessment

instruments (Bozicas et al., 1986).

For the BDI, 20 of 21 items loaded on one component of Depression. One item (item 19) loaded only .28 on that scale. The mean BDI score of 7.98 fell within the range expected for a normal population. The Cronbach alpha coefficient (.91) was also quite good (previous internal consistency estimates could not be found). Thus, good support was also provided for the reliability and validity of both FACES-III and the BDI.

Testing of Measured Variables for Skewness and Kurtosis

With the exception of Class Status (one indicator) and Differentiation (two indicators), three indicators each were created for the constructs depicted in Figures 1 and 2. These indicators were created by arbitrarily grouping subscale items into smaller subgroupings. The assessment of skewness and kurtosis revealed that while the majority of indicators exhibited normal distributions, some indicators approached the limits of acceptability reported by Harlow (1985). Specifically, two indicators of Intergenerational Triangulation approached the limits of acceptability for kurtosis with values of -1.09 and -1.06, while all three indicators of Psychological Distress approached the limits for skewness with values of 1.94, 1.99, and 1.78. Means,

theta (errors of measurement or residuals), and psi (errors of prediction or disturbances). Standard errors and T-values (critical ratios of parameter estimate over standard error that are interpretable as z-scores) are also provided by LISREL to facilitate the interpretation of the parameter estimates.

Analyses: Model 1

The analysis of Model 1 (Figure 1) revealed an overall chi-square (78)=128.23, $p<.001$ and a goodness-of-fit (GFI) value of .94. These global indices of model appropriateness suggest a reasonably close correspondence between the proposed model and the data. Specific parameter estimates are presented in Table 2.[4] The measurement portion of the model (i.e., loadings of indicators on latent constructs and associated residuals) suggested that the latent constructs were well-identified by their respective indicators. The structural portion of the model (i.e., predicted paths among constructs) revealed that five of nine original predictions were supported. These findings are summarized below.

1. Prediction 1 stated that Differentiation (I) would negatively predict Psychological Distress (IV). This

prediction was not supported, gamma(IV,I)=.12, p>.05.

2. Prediction 2 stated that Differentiation (I) would positively predict Intergenerational Individuation (V). This prediction was supported, gamma(V,I)=.43, p<.05.

3. Prediction 3 stated that Intergenerational Triangulation (II) would positively predict Psychological Distress (IV). This prediction was not supported, gamma(IV,II)=-.08, p>.05.

4. Prediction 4 stated that Intergenerational Triangulation (II) would negatively predict Intergenerational Individuation (V). This prediction was not supported, gamma(V,II)=-.07, p>.05.

5. Prediction 5 stated that Intergenerational Triangulation (II) would negatively predict Relationship Intimacy (VI). This prediction was supported, gamma(VI,II)=-.16, p<.05.

6. Prediction 6 stated that Class Status (III) would

positively predict Intergenerational Individuation (V). This prediction was not supported, gamma(V,III)=.07, p>.05.

7. Prediction 7 stated that Intergenerational Individuation (V) would negatively predict Psychological Distress (IV). This prediction was supported, gamma(IV,V)=-.49, p<.05.

8. Prediction 8 stated that Intergenerational Individuation (V) would positively predict Relationship Intimacy (VI). This prediction was supported, gamma(VI,V)=.17, p<.05.

9. Prediction 9 stated that Relationship Intimacy (VI) would negatively predict Psychological Distress (IV). This prediction was supported, gamma(IV,VI)=-.31, p<.05.

A significant amount of prediction error (psi) was also found to be associated with each of the latent dependent

constructs. Prediction error means that all of the significant predictors of a construct were not included in a model. Within the limits of this study, it was not expected that all of the relevant predictors of the three dependent constructs were included. For example, there are most certainly more predictors of Relationship Intimacy than Intergenerational Triangulation and Intergenerational Individuation. Figure 3 presents diagrammatically the significant predictions identified for this model.

Analyses: Submodels of Model 1

For Model 1, the latent independent constructs of Differentiation and Intergenerational Triangulation did not manifest all of the expected patterns of prediction. To more fully assess the predictive ability of these variables, several submodels were tested (Figures 4-6). Models 1A (Figure 4) and 1B (Figure 5) were designed to assess the predictive patterns of Differentiation and Intergenerational Triangulation when one or the other of these variables is removed from the model. In this way, potentially suppressive effects of one or both of the variables might be identified. Model 1C (Figure 6) was designed to tease apart the predictive power of the Differentiation construct by examining the predictive patterns of its components, i.e., Cohesion and Adaptability.

Table 3 presents coefficient values when Differentiation is removed from Model 1A. The values for chi-square(58)=94.14, p=.002 and GFI=.95 represent slight improvement in overall model fit in comparison to Model 1. The measurement portion of the model reveals that the latent constructs continue to be well-identified by their respective indicator variables. No significant changes in the predicted relationship patterns can be detected from the structural portion of the model. Intergenertional Triangulation (I) manifested the same pattern of prediction as in Model 1. Figure 4 presents a path diagram depicting the significant relationships identified for this model.

Table 4 presents coefficient values when Intergenerational Triangulation (I) is removed from the model (Model 1B). Chi-square(47) =73.02, p=.009, and GFI=.96 values represent slight improvement over those values obtained for both Model 1 and Model 1A. One significant change can be detected for the individual parameter estimates. In the absence of Intergenerational Triangulation, Differentiation (I) becomes a significant predictor of Psychological Distress. The significant paths identified for this model are presented in Figure 5.

Table 5 presents coefficient values when the

Differentiation construct is separated into its component parts of Cohesion and Adaptability (Model 1C). For their inclusion in the model, three indicators each were created for these dimensions in the manner described previously. An assessment of skewness and kurtosis revealed that these indicators appeared normally distributed in these data. Figure 6 presents a path diagram of Model 1C with significant and non-significant paths identified. Chi-square(134)=265.66, $p<.001$ and GFI=.91 values indicate a reasonable fit between the model and the data. The latent constructs were again well-identified by their respective indicator variables.

Several salient findings emerge from an examination of the structural portion of Model 1C. First, despite a significant correlation between Cohesion and Adaptability [phi(I,II)] of .37, only Cohesion (I) and not Adaptability (II) is predictive of Intergenerational Individuation (VI). In contrast, Adaptability (II) but not Cohesion (I) manifests a relationship with Intergenerational Triangulation (III). The remaining relationship patterns were consistent with those obtained in Models 1, 1A, and 1B.

Analyses: Model 2

The analysis of Model 2 (Figure 2) revealed an overall

chi-square(106) =183.06, $p<.001$ and GFI value of .93 suggesting a reasonably good overall model fit. Specific parameter estimates are presented in Table 6. As shown, each of the latent constructs is well-identified by their respective indicator variables. This is evidenced by the significant lambda's (i.e., factor loadings) for each of the 17 measured variables. In addition, the overwhelming majority of predicted intercorrelations were supported as 12 of 13 correlations are significant.

Strong positive intercorrelations were identified among the Positive Family Affect (I), Family Communication (II), and Family Rituals (III) constructs. In turn, these three variables revealed strong positive relationships with Differentiation (VI) and strong negative relationships with Family Conflicts (IV). As expected, Family Conflicts (IV) also demonstrated a significant negative relationship with Differentiation (VI). Finally, Family Worries (V) was expected to reveal an inverse relationship with Positive Family Affect (I) and a positive relationship with Family Conflicts (IV). These relationships were supported. However, contrary to the original prediction, Family Worries (V) did not manifest a relationship with Differentiation (VI). These relationships are depicted in Figure 7.

Construct Validity of Differentiation

The results obtained from the analysis of Model 2 provided some support for the construct validity of Differentiation. To gain a further measure of validation, a one-way ANOVA was performed. Theoretically, as the family's level of differentiation increases, so should the late adolescent's ability to individuate successfully from the family. In other words, Intergenerational Individuation scores are expected to be a function of the family's level of Differentiation, with high Intergenerational Individuation scores occuring in high Differentiation groups and low Intergenerational Individuation scores occuring in low Differentiation groups.

To test this hypothesis, four levels of Differentiation were created on the basis of a family's location within the Circumplex Model (Olson, Portner, and Lavee, 1985). Within the model, families are categorized into one of sixteen types depending on their score on both Cohesion and Adaptability. The four family types with the highest Cohesion X Adaptability scores were assigned to group 1, the four with the next highest scores assigned to group 2, and so on up to group 4. The one-way ANOVA for unequal N was significant, $F(3,250)=10.85$, $p<.001$. Newman-Keuls ($p=.05$) and Scheffe ($p=.01$) follow-up procedures revealed the same pattern of significant differences among the groups. Both group 1 and group 2 differed significantly from both group 3

and group 4 with respect to scores on Intergenerational Individuation. However, no significant differences emerged between group 1 and group 2 or between group 3 and group 4. The ANOVA results are presented in Table 7.

Analyses: Model 3

The results of the one-way ANOVA as well as Models 1 and 1B demonstrated a relationship between the system's level of differentiation and the late adolescent's ability to individuate from the family. Model 2 identified specific family processes which relate to the system's level of differentiation. To further clarify the relationship between family processes and individuation, one final model was examined (Model 3). Model 3 explores the relationships between the five FFS subscales and Intergenerational Individuation.

Table 8 presents parameter estimates obtained for Model 3. The overall chi-square(122)=239.57, $p<.001$ and GFI=.91 is suggestive of a reasonable model fit. The pattern of both the factor loadings and the intercorrelations among the FFS subscales is similar to that obtained for Model 2. All FFS subscales demonstrated significant relationships with Intergenerational Individuation (VI). Positive Family Affect (I) showed a particularly strong positive

relationship of .73. Family Communication (II) and Family Rituals (III) also revealed positive relationships while both Family Conflicts (IV) and Family Worries (V) revealed inverse relationships with the Intergenerational Individuation (VI) construct. Figure 8 depicts the relationships identified for this model.

## Discussion

The primary purpose of this study was to develop and evaluate a model of the late adolescent individuation process. The model developed and subsequently tested incorporated familial, environmental and behavioral variables. Specifically, the family system's level of differentiation, the degree of triangulation between the late adolescent and his or her parents, and the late adolescent's year in college were examined as predictor variables in relation to the late adolescent's degree of individuation, degree of psychological distress, and achievement of relationship intimacy. In addition, the relationships between several specific family processes and the achievement of individuation were explored.[6]

The family's level of differentiation emerged as a

central variable in the determination of late adolescent individuation.[7] This finding provides empirical support for the theoretical speculations of several family therapists and theoreticicans (Bowen, 1978; Minuchin, 1974; Sabatelli & Mazor, 1985; Stierlin, 1981) who suggest that it is the family's ability to retain a sense of emotional connectedness while allowing for individual autonomy that is the crucial factor underlying healthy family functioning.

Family Assessment Approaches

Assessing family functioning from the perspective of the system's level of differentiation represents a "wideband" approach (Cronbach & Gleser, 1965) to information gathering in that the dependability or specificity of information is potentially sacrificed for breadth of coverage. To protect against a loss of information, the present study also adopted a "narrowband" approach to assessing family functioning. By examining the relationships between the five FFS subscales and both Intergenerational Individuation and Differentiation, information was obtained relevant to specific family processes that both facilitate the individuation process and potentially serve to operationalize the differentiation construct.

The first analysis examined the convergence between the five family system characteristics measured by the FFS (i.e., Family Communication, Family Rituals, Family Conflicts, Positive Family Affect, and Family Worries) and Differentiation. As expected, family communication, both verbal and symbolic in the form of family rituals, was strongly related to the family's level of differentiation. This finding supports the hypothesis of Olson, Russell, and Sprenkle (1983) that family communication operates to facilitate movement along the dimensions of family cohesion and family adaptability. A low level of family conflicts also emerged as characteristic of the well-differentiated family. Family conflicts, however, was also shown to be largely accounted for by the family's ability to communicate effectively. Finally, late adolescents from well-differentiated families reported feeling loved, supported, and accepted by their families and thus experienced greater positive family affect.

The second analysis examined the relationship between the FFS and Intergenerational Individuation. Late adolescent individuation was shown to relate to the family system characteristics of communication, conflicts, and family affect. Positive feelings toward the family, effective family communication, and the absence of dysfunctional family conflicts all seem to facilitate a

healthy separation between parents and adolescents. In addition, a family climate low in emotional overconcern also seems conducive to achieving psychological distance or individuation from the family. This finding supports the observation of Bowen (1978) that individuals with less differentiation of self have difficulty distancing themselves from the emotional fusion characteristic of the "undifferentiated family ego mass."

Parental Functioning and Differentiation

Consistent with several prominent psychodynamic and multigenerational theoretical positions (Bowen, 1978; Meissner, 1978; Stierlin, 1981), the present study assumed implicitly that the individual and marital dynamics of parents are the most important determinants of the family's level of differentiation, which, in turn, strongly influences individuation. This implicit formulation is given explicit support by Bell and Bell (1983) who report on a model of ego development among adolescent girls. This model, developed and validated on a sample of 100 girls and their families, identifies parents' personal development (ego development) as the precursor of the family climate, which, in turn, affects adolescent development.

The results of the Bell and Bell (1983) study revealed

that ego development among adolescent girls was facilitated by a family climate in which: (1) individuals take responsibility for themselves; (2) people are not overly concerned with one another; and (3) there is little hidden conflict. In turn, this type of family climate was a function of parental ego development. This research lends support not only to the assumption that parental dynamics significantly influence family processes but also that family communication, family worries, and family conflicts are important determinants of the well-differentiated and growth-promoting family.

Specification of Key Constructs

While Differentiation emerged as an important predictor of Intergenerational Individuation, Intergenerational Triangulation did not. Intergenerational Triangulation also did not directly predict Psychological Distress, although this relationship was evidenced when mediated by Relationship Intimacy. The unanticipated pattern of prediction manifested by Intergenerational Triangulation may be understood in light of the results of Model 1C in which Intergenerational Triangulation was shown to relate to Adaptability (.21) but not to Cohesion.

Both Adaptability and Intergenerational Triangulation

are characterized by a degree of (sub)system flexibility in regard to role relationships, relationship rules, and the distribution of power. Triangulated adolescents must constantly be alert to the ever-changing dictates of parental needs in order to adapt their roles to preserve family homeostasis. Family relationships characterized by ever-shifting boundaries, roles, and relationship rules may thus impact upon a more circumscribed aspect of the individuation process, i.e., the ability of late adolescents to form intimate extrafamilial involvements. It is likely that the chaotic relationship models to which these adolescents have been exposed wreak havoc for their own attempts to establish relationship intimacy. In turn, the inability to negotiate the important developmental task of relationship formation is likely to precipitate the development of psychological symptomatology.

The results of Model 1C also suggest that the family system's level of differentiation might be more parsimoniously assessed by the Cohesion dimension alone rather than by a multiplicative score based on both Cohesion and Adaptability. Cohesion alone was found to be a more powerful predictor of Intergenerational Individuation than Differentiation, while Adaptability was found to be unrelated to the individuation construct. Moreover, Cohesion has been shown to relate strongly to those family

processess (e.g., communication, conflicts, and family affect) which appear to characterize the well-differentiated family (Bozicas & Velicer, 1986). The implications of these results are two-fold. First, among late adolescents who minimally have gained sufficient emotional distance from the family to be enrolled in college, the perception of high Cohesion is suggestive of a family environment characterized by low conflict, effective communication and positive feelings toward the family among members. In turn, this family environment appears to facilitate the individuation process. Second, for a late adolescent population, the Cohesion construct alone may be a sufficient indicator of the well-differentiated and individuation-promoting family.

Individuation as a Mediating Variable

Intergenerational Individuation emerged as a mediating variable in the model. This construct served as a bridging variable between the characteristics of the family system and the late adolescent's ability to function outside the family. Individuals from poorly differentiated families maintained less of a cognitive and emotional separation from parents and consequently manifested a deficient capacity to form intimate extrafamilial attachments and a proneness toward the development of psychological distress.

According to Sabatelli and Mazor (1985), the poorly differentiated family creates stress for the late adolescent because his or her attempts to meet developmental demands for greater psychological autonomy are blocked by the system. The less individuated adolescent becomes prone to psychological distress because his or her cognitive and emotional systems are not well-differentiated and the individual tends to be emotionally overresponsive (Bowen, 1978).

Separation problems also affect the late adolescent's ability to achieve relationship intimacy. Blos (1979) states strongly that, "it is by now axiomatic that without successful disengagement from infantile internalized objects, the finding of new, extrafamilial love objects in the outside world is either precluded, hindered, or remains restricted to simple replication and substitution (pp. 143-144)." As has been shown, a deficient capacity to establish relationship intimacy may in and of itself precipitate the development of psychological distress.

Class Status

Class Status was found to play an insignificant role in the individuation process among college students. This finding may be understood when the role of the student's

family is included in the individuation equation. For example, Arnstein (1984) has suggested that, for some families, college may be viewed as a period of moratorium on dependent functioning and that, upon graduation, the family expects to reassert dominance. This speculation is consistent with the observations of Stierlin (1981), who states that while adolescents may be granted the "freedom" to attend and to succeed in college, their success may more accurately reflect the fulfillment of parental needs rather than their own. Thus, these adolescents may give the appearance of being autonomous when, in fact, they are merely serving as "delegates" entrusted with missions designed to enhance parental self-regard.

Implications for Treatment

The results of the present study underscore the critical role of the "separation drama" (Stierlin, 1981) in determining the relative success or failure of late adolescents to adjust adequately outside the family. Practitioners should be particularly aware that the existence of relationship problems or depressive symptomatology among late adolescents may be an external manifestation of an underlying pathological family system. Fortunately, the relationship between family functioning and adolescent adjustment problems, particularly among college students, has received greater attention in recent years

(Arnstein, 1980; Fulmer, Medalie, & Lord, 1982; Held & Bellows, 1983; Hoffman, 1984; Levenson, Stockhamer, & Feiner, 1967).

The ability of parents to deal effectively with the developmental tasks of mid-life appears to be the most powerful determinant of family functioning during the "launching" (Duvall, 1971) years. As Fulmer et al. (1982) describe, the developmental challenges of mid-life are formidable. The traditionally oriented middle-aged woman must contend with the loss of her role as "mother" and the concomitant diminution of her child's emotional attachment to her. She must turn her attention to developing new interests and competencies and resist the temptation to allow her child to achieve vicariously for her. Prominent among the developmental tasks for middle-aged fathers is the need to gain a realistic appraisal and acceptance of their occupational potential and also to resist the temptation to fulfill their dreams through their children. For the marital pair, the central developmental task is to rebuild and revitalize what may have been a long-neglected husband-wife relationship.

Parental failure to meet the developmental challenges of mid-life has been hypothesized to form the core of late

adolescent individuation problems (Stierlin, 1981). By way of a covert yet powerful system of interactional rules, adolescents may come to sacrifice their own personal growth to assume a variety of roles which both gratify immature parental needs and deflect parental eneregies away from directly confronting mid-life issues. The complex and multidimensional etiology of late adolescent distress speaks to the need for developing treatment interventions which are broad in scope and which can flexibly address issues from an individual, marital or family perspective.

Fulmer et al. (1982) have proposed a broad based family systems model for ameliorating psychological distress among late adolescents (college students). This model specifically targets the concurrent developmental tasks of parents and adolescents. Treatment involves an initial period of Inquiry in which a thorough psychodynamic-developmental history of the adolescent is obtained. In addition, a detailed investigation of parental and family dynamics is undertaken. This line of inquiry involves obtaining the student's views on: (1) the current life situation of parents, particularly in regard to their respective work situations and their on-going relationship with one another; (2) the current life situation of siblings; (3) the student's relationship with each parent separately; (4) the overall level of cohesion and

adaptability in the family; and (5) the role he or she plays in the family.

The initial period of inquiry is followed by a period of Interpretation or reframing. The student and therapist evaluate together how the current and past history of the family has affected the task of separation. Particular attention is given to clarifying the role the student has played in the family so that the student may begin to question this role as a beneficial and growth-promoting one.

As the student's awareness of family roles and family dynamics increases, there is likely to be considerable anger over lost opportunities for healthier interaction. There also may be considerable guilt and sadness over the need to abandon old family roles. This stage of the therapeutic process involves Support and Confrontation. As the adolescent begins to reengage the family armed with a new perspective and a resolve to alter old patterns, he or she is likely to encounter considerable resistance for which continued therapeutic support and confrontation around the need for perseverance becomes essential.

In severe cases of separation conflict, family therapy

in addition to individual therapy may be indicated. The central goal of family therapy would be to increase the level of differentiation in the family. The present findings as well as those of other researchers (Bell & Bell, 1983; Olson, Russell, & Sprenkle, 1983) suggest that this goal might best be accomplished by a therapeutic focus on issues of communication. Through improved communication, individuals may begin to assume more responsibility for their own thoughts and feelings, emotional boundaries may begin to firm up, and the level of covert conflict may begin to decrease. As the level of family differentiation builds, ways of maintaining family togetherness while still respecting individual boundaries (e.g., family rituals) may be built in.

Family therapy should also provide an opportunity for parents to address individual and marital concerns apart from the entire family. Through these sessions, parents can begin to explore their fears and expectations around the impending life cycle changes. They may also begin to identify their own unmet needs, both interpersonal and intrapsychic, and subsequently be encouraged to take personal responsibility for the fulfillment of those needs.

Integration of Individual and Family Systems Perspectives

There has been increased interest in recent years in the development of integrative psychodynamic-family systems theoretical models. The impetus for the creation of these models appears to stem from the belief that such models can increase therapist flexibility in treating a wide variety of clinical problems (Ingram, 1985). The results of the present study suggest that an integrative theoretical perspective might best facilitate both the diagnosis and treatment of a multi-dimensional clinical problem.

Object relations theory (Bowlby, 1969; Fairbairn, 1952; Kernberg, 1976) provides the key theoretical bridge between traditional individual and family systems perspectives for achieving an integrated understanding of the late adolescent individuation process. Object relations can be understood as "relationship schemata" in that they reflect the internalized world of images of the self and others in interaction and the associated affect around those interactions. Early object relations are the critical determinants of our later assumptions and expectations about interpersonal relationships.

According to Winnicott (1965), healthy object relations develop when the infant experiences a sense of empathic responsiveness to his or her needs. Such "good enough

mothering" promotes a sense of basic trust and security in the infant and facilitates the internalization of the mother's nourishing qualities ("good mother function"). In turn, these healthy internalizations support both the development of a positive self-image and the capacity to regulate one's own self-esteem. Parent's also must provide a "holding environment" for the child's aggression in which the child can learn that the experience and expression of anger and frustration is acceptable and will not destroy or forever alienate his or her parents. A holding environment also enables the child to achieve an integration of previously polarized images of love and hate. A failure to provide "good enough mothering" and a "holding environment" will render the child "narcistically vulnerable" (Feldman, 1982). He or she will not have internalized the "good mother function" and consequently will be dependent upon others for a sense of self-worth. The child also will not have learned that the expression of negative feelings is acceptable and consequently loving and hating images will remain "split."

From a psychodynamic perspective, narcissistic vulnerability forms the core of marital dysfunction. According to Dicks (1963), marital choice is based on a collusive process in which partners recognize in each other the potential for the joint working through or repeating of

old conflicts. The marital pair colludes again in forming unconscious "contracts" which promise the mutual fulfillment of historically unmet needs. For narcissistically vulnerable individuals, however, these contracts are virtually unfulfillable. Focusing all of their energies on maintaining their own precarious self-esteem, these individuals are frequently insensitive to the needs of their mates and thus in violation of the terms of the "contract." When narcissistic needs are not met, intense hostility and anxiety are generated as repressed negative self-images threaten to emerge into consciousness (Feldman, 1982).

Since narcissistically vulnerable individuals are dependent upon their mates for their sense of self-worth, the marital relationship must be preserved at all costs. Partners must find ways of diffusing the rage and anxiety they feel toward one another. The presence of children creates a means for resolving this dilemma. One parent may project the negative aspects of an earlier object relationship (which is aroused by the current conflict) onto the child who is induced through projective identification to conform with the projection. The "good" aspects of the earlier object relationship are then projected onto the spouse to eliminate the threat of conflict (Slipp, 1984). The system of projections thus serves to relieve parental anxiety on an intrapsychic level and maintain homeostasis on

an interpersonal level. According to Zinner and Shapiro (1972), it is the adolescent who is particularly vulnerable to this projection process due to the inherent conflict between his or her needs for individuation and the family forces requiring conformity with family role expectations and the maintenance of homeostasis.

Summary and Conclusions

The present study reported on a model of the late individuation process. This model incorporated a variety of familial, behavioral and environmental variables. The family system's level of differentiation emerged as an important predictor of late adolescent individuation. In turn, more individuated adolescents were shown to be less likely to develop symptoms of psychological distress and better able to form intimate extrafamilial relationships. Late adolescents "triangulated" into the parental relationship also had difficulties forming intimate attachments and these difficulties were shown to be related to the development of depressive symptoms.

Stepping beyond the observed relationships, it has been hypothesized that both the intrapsychic and interpersonal dynamics of parents are the most important determinants of those family processes which serve either to promote or to

impede the mutual separation of family members. It has been further hypothesized that the success or failure of parents to negotiate the developmental challenges of mid-life is the most significant barometer of parental functioning. This developmental, multigenerational approach to the launching phase of the family life cycle challenges clinicians to develop more flexible and integrative approaches to the diagnosis and treatment of individuation problems. The use of object relations theory as a bridge between traditional individual and family systems theories may provide a starting point for the creation of such a broad-based approach.

The use of a college student population for the study of late adolescent individuation posed some problems for both the internal validity and the generalizability of the findings. Since Psychological Distress and Intergenerational Triangulation appear not to be normally distributed in a college sample, the maximum likelihood estimation of structural models which include these variables could be somewhat biased. In addition, the composition of the present sample is not representative of the general population. To address these issues, cross-validation studies are needed which examine the individuation process in a variety of populations. Until such studies are conducted, conclusions drawn on the basis

of this research should be drawn cautiously.

# References

Arnstein, R.L. (1980). The student, the family, the university, and transition to adulthood. In S.C. Feinstein, P.L. Giovacchini, J.G. Looney et al. (Eds.), Adolescent Psychiatry. Chicago: University of Chicago Press.

Arnstein, R.L. (1984). Developmental issues for college students. Psychiatric Annals, 14, 647-651.

Bateson, G., Jackson, D.D., Haley, J., & Weakland, J. (1956). Toward a theory of schizophrenia. Behavioral Science, 1, 251-264.

Beck, A.T., Ward, C.H., Mendelson, M., Mock, J., & Erbaugh, J. (1961). An inventory for measuring depression. Archives of General Psychiatry, 4, 561-571.

Bell, L.G., & Bell, D.C. (1982). Family climate and the role of the female adolescent: Determinants of adolescent functioning. Family Relations, 31, 519-527.

Bell, D.C., & Bell, L.G. (1983). Parental validation and support in the development of adolescent daughters. In

H.D. Grotevant and C.R. Cooper (Eds.), Adolescent Development in the Family. New Directions for Child Development, no. 22. San Francisco: Jossey-Bass.

Blos, P. (1962). On adolescence: A psychoanalytic interpretation. New York: Free Press.

Blos, P. (1979). The adolescent passage. New York: International Universities Press.

Boszormenyi-Nagy, I., & Spark, G. (1973). Invisible loyalties: Reciprocity in intergenerational family therapy. New York: Harper & Row.

Bowen, M. (1978). Family therapy in clinical practice. New York: Jason Aronson.

Bowlby, J. (1969). Attachment and loss, Vol. 1: Attachment. New York: Basic Books.

Bozicas, G.D., Tavitian, M.L., Grebstein, L.C., & Velicer, W.F. (1986). A comparative evaluation of the family functioning scale and the family assessment device. Paper presented at the Annual Meeting of the Eastern Psychological Association, New York City.

Bozicas, G.D., & Velicer, W.F. (1986). An empirical

assessment of convergence among family functioning constructs. Manuscript in progress.

Cronbach, L.J. (1946). Further evidence in response sets and test design. Educational & Psychological Measurement, 6, 475-494.

Cronbach, L.J., & Gleser, G.C. (1965). Psychological tests and personnel decisions (2nd ed.). Urbana, Illinois: University of Illinois Press.

Dicks, H.V. (1963). Object relations theory and marital studies. British Journal of Medical Psychology, 36, 125-129.

Duvall, E.M. (1977). Marriage and family development. New York: Lippincott.

Epstein, N.E., Baldwin, L.M., & Bishop, D.S. (1983). The McMaster family assessment device. Journal of Marital and Family, Therapy, 4, 9-31.

Fairbairn, W. (1952). An object relations theory of personality. New York: Basic Books.

Fulmer, R.H., Medalie, J. & Lord, D.A. (1982). Life cycles in transition: A family systems perspective on

counselling the college student. Journal of Adolescence, 5, 195-217.

Feldman, L.B. (1982). Dysfunctional marital conflict: An integrative interpersonal-intrapsychic model. Journal of Marital and Family Therapy, 18, 285-294.

Haley, J. (1980). Leaving home. New York: McGraw-Hill.

Harlow, L.L. (1985). Behavior of some elliptical theory estimators with nonnormal data in a covariance structures framework: A monte carlo study. Unpublished doctoral dissertation, University of California, Los Angeles.

Hase, H.D., & Goldberg, L.R. (1966). Comparative validity of different strategies of constructing personality inventory scales. Psychological Bulletin, 67, 237-245.

Held, B.S., & Bellows, D.C. (1983). A family systems approach to crisis reactions in college students. Journal of Marital and Family Therapy,

Hoffman, J.A. (1984). Psychological separation of late adolescents from their parents. Journal of Counseling Psychology, 31, 170-178.

Ingram, T.L. (1985). Integrative couple therapy:

Combining object relations, systems, and experiential approaches. Family Therapy, 12, 81-89.

Kernberg, O. (1976). Object relations theory and clinical psychoanalysis. New York: Aronson.

Jackson, D.N. (1976). Jackson personality inventory. Port Huron, MI: Research Psychologists Press.

Jackson, D.N., & Messick, S. (1958). Content & style in personality assessment. Psychological Bulletin, 55, 243-252.

Joreskog, K.G. & Sorbom, D. (1984). LISREL VI. Indiana: Scientific Software.

Levenson, E.A., Stockhamer, N., & Feiner, A.H. (1967). Family transaction in the etiology of dropping out of college. Contemporary Psychoanalysis, 3, 134-157.

Levinson, D.J., Darrow, C.N., Klein, E.B., Levinson, M.H., & McKee, B. (1978). The seasons of a man's life. New York: Knopf.

Mahler, M.S. (1968). On human symbiosis and the vicissitudes of individuation. New York: International Universities Press.

Mahler, M.S., Pine, F., & Bergman, A. (1975). The psychological birth of the infant. New York: Basic Books.

Mallouk, T. (1982). The interpersonal context of object relations: Implications for family therapy. Journal of Marital and Family Therapy, 8, 429-441.

Meissner, W.W. (1978). The conceptualization of marriage and family dynamics from a psychoanalytic perspective. In T.J. Paolino, & B.S. McCrady (Eds.), Marriage and marital therapy. New York: Brunner/Mazel.

Minuchin, S. (1974). Families and family therapy. Cambridge: Harvard University Press.

Olson, D.H., Portner, J., & Bell, R. (1982). FACES-II: Family adaptability and cohesion evaluation scales. Family Social Science, University of Minnesota.

Olson, D.H., Portner, J., & Lavee, Y. (1985). FACES III. Family Social Science, University of Minnesota, St. Paul, Minnesota.

Olson, D.H., Sprenkle, K.H., & Russell, C.S. (1979). Circumplex model of marital and family systems I.: Cohesion and adaptability dimensions, family types, and

clinical applications. Family Process, 181, 3-28.

Olson, D.H., Russell, C.S., & Sprenkle, D.H. (1983). Circumplex model VI: Theoretical update. Family Process, 22, 69-83.

Rogers, D. (1979). The adult years: An introduction to aging. Englewood Cliffs: Prentice-Hall.

Rotter, J.B. (1966). Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs, 80, (1, Whole No. 609).

Sabatelli, R.M., & Mazor, A. (1985). Differentiation, individuation, and identity formation: The integration of family system and individual developmental perspectives. Adolescence, 20, 619-633.

Shaw, B.F., Vallis, T.M., & McCabe, S.B. (1985). The assessment of the severity and symptom patterns in depression. In E.E. Beckham & W.R. Leber (Eds.), Handbook of depression: Treatment, assessment, and research (pp. 372-407). Homewood, Illinois: The Dorsey Press.

Sheely, C.N. (1982). The symptom index. Springfield, Missouri.

Slipp, S. (1984). Object relations: A dynamic bridge between individual and family treatment. New York: Jason Aronson.

Spanier, G.B. (1976). Measuring dyadic adjustment: New scales for assessing the quality of marriage and similar dyads. Journal of Marriage and the Family, 38, 15-28.

Steinwand, G.M. (1984). Adolescent individuation: The culmination of a developmental line. Journal of the American Academy of Psychoanalysis, 12, 43-57.

Stierlin, H. (1981). Separating parents and adolescents. New York: Jason Aronson.

Tanaka, J.S. & Huba, G.J. (1984). Confirmatory hierarchical factor analyses of psychological distress measures. Journal of Personality and Social Psychology, 46, 621-635.

Tavitian, M.L. (1985). Studies on the validity of the family functioning scale. Unpublished doctoral dissertation. University of Rhode Island.

Tavitian, M.L., Lubiner, J.O., Green, L.A., Grebstein, L.C., & Velicer, W.F. (1985). Development of a family functioning scale. Manuscript submitted for publication.

Teyber, E. (1983). Effects of the parental coalition on adolescent emancipation from the family. Journal of Marital and Family Therapy, 9, 305-310.

Velicer, W.F. (1976). Determining the number of components from the matrix of partial correlations. Psychometrika, 41, 321-327.

Velicer, W.F., DiClemente, C.C., & Corriveau, D.P. (1984). Item format and structure of the personal orientation inventory. Applied Psychological Measurement, 8, 409-418.

Williamson, D.S. (1981). Personal authority via termination of the intergenerational hierarchical boundary: A "new" stage in the family life cycle. Journal of Marital and Family Therapy, 7, 441-452.

Williamson, D.S. (1982). Personal authority in family experience via termination of the intergeneraltional hierarchical boundary: Part III-Personal authority defined, and the power of play in the change process. Journal of Marital and Family Therapy, 8, 309-323.

Williamson, D.S., Bray, J.H., & Malone, P.E. (1984). PAFS: Personal authority in the family system questionnaire. Houston Family Institute.

Winnicott, D.W. (1965). The maturational process and the facilitating environment: Studies in the theory of emotional development. New York: International Universities Press.

Zinner, J. & Shapiro, R. (1972). Projective identification as a mode of perception in families of adolescents. International Journal of Psychoanalysis, 53, 523-530.

Zwick, W.R., & Velicer, W.F. (1982). Factors influencing four rules for determining the number of components to retain. Multivariate Behavioral Research, 17, 253-269.

Zwick, W.R., & Velicer, W.F. (1985). Comparison of five rules for determining the number of components to retain. Psychological Bulletin, 99, 432-442.

# Footnotes

1. For purposes of this paper, the terms individuation, separation, psychological separation, and differentiation of self will be used interchangeably to refer to a cognitive and emotional separation from one's parents.

2. Bowen's (1978) use of the term "differentiation" focuses on the level of emotionaal fusion in the family. Sabatelli and Mazor (1985) acknowledge this component of differentiation but add a second component to the meaning of the term, i.e., the degree of family adaptability for coping with life changes.

3. Students whose parents were not currently married were asked to assess the parental relationship as they remembered or imagined it to be.

4. Table 2 also reveals that the following relationships

24,27). All five FFS subscales were formed from three indicators as well. (Positive Family Affect was formed from FFS items 47,49,57; FFS items 8,15,71; FFS items 5,17,64; Family Communication was formed from FFS items 2,27,45; FFS items 38,44; FFS items 13,32,69; Family Rituals was formed from FFS items 1,19,61; FFS items 6,16,67; FFS items 46,48; Family Conflicts was formed from FFS items 53,56; FFS items 4,37,43; FFS items 3,60; Family Worries was formed from FFS items 18,54,58; FFS items 12,28,29; FFS items 9,68).

6. Several preliminary and adjunctive analyses were also performed both to provide a measure of reliability and validity for the constructs as well as to determine their appropriateness for use with the method of data analysis employed (LISREL). Considerable evidence of reliability and validity was provided for each construct. However, the distributions of two variables, i.e., Intergenerational Triangulation and Psychological Distress, were such that some caution was suggested for the interpretation of relationships in which these variables are a part.

7. In one submodel, Differentiation was found to be a marginal predictor of Psychological Distress, albeit in

a direction not anticipated. This finding is inconsistent with previous empirical and theoretical work. It is also inconsistent with the present finding that Differentiation strongly predicted Intergenerational Individuation, which, in turn, strongly predicted Psychological Distress. Consistent with previous research, these relationships suggest that, while the family level of differentiation may not be a direct predictor of psychological distress, the relationship may exist when mediated by individuation. Given the weight of contradictory evidence, the interpretation of the direct predictive relationship between Differentiation and Psychological Distress must be held in abeyance until further research can clarify this finding.

8. The notation following the listing of each parameter can be understood as follows: (a) lambda(i,j)=factor loading for variable i on factor j; (b) theta(i)=error variance for variable i; (c) phi(j,k)=correlation between independent factors i and j; (d) gamma(j,k)=regression of an independent factor j on a dependent factor k; (e) beta(j,k)=regression of a dependent factor j on a dependent factor k; and (f) psi(j)=prediction error for factor j.

Table 1

Description of Sample

| Characteristic | Frequency | Percent |
|---|---|---|
| **Age** | | |
| 18 | 67 | 25.7 |
| 19 | 65 | 24.9 |
| 20 | 44 | 16.8 |
| 21 | 48 | 18.3 |
| 22 | 23 | 8.8 |
| >22 | 15 | 5.5 |
| **Sex** | | |
| Male | 78 | 29.8 |
| Female | 184 | 70.2 |
| **Race** | | |
| Caucasian | 245 | 93.5 |
| Black | 3 | 1.1 |
| Asian | 1 | .4 |
| Hispanic | 2 | .8 |
| Native American | 11 | 4.2 |
| **Marital Status** | | |
| Single | 22 | 96.2 |
| Married | 10 | 3.8 |
| **Marital Status/Parents** | | |
| Married | 200 | 76.3 |
| Divorced | 43 | 16.4 |
| Separated | 8 | 3.1 |
| Widowed | 8 | 3.1 |
| Never Married | 3 | 1.1 |
| **Ethnicity** | | |
| Afro-American | 3 | 1.2 |
| British | 32 | 12.3 |
| French-Canadian | 18 | 6.9 |
| Lebanese | 3 | 1.2 |
| Irish | 54 | 20.8 |
| Italian | 49 | 18.8 |

Table 1 (Continued)

Description of Sample

| Characteristic | Frequency | Percent |
|---|---|---|
| **Ethnicity (Cont.)** | | |
| Jewish | 17 | 6.5 |
| Portugese | 5 | 1.9 |
| Polish | 6 | 2.3 |
| Greek | 5 | 1.9 |
| German | 11 | 4.2 |
| Other | 59 | 22.0 |
| **Religion** | | |
| Catholic | 165 | 63.5 |
| Agnostic/Atheist | 15 | 5.8 |
| Protestant | 38 | 14.6 |
| Jewish | 19 | 7.3 |
| Other | 25 | 8.8 |
| **Annual Family Income** | | |
| Under $5,000 | 3 | 1.1 |
| $5,000-$10,000 | 5 | 1.9 |
| $10,000-$20,000 | 27 | 10.3 |
| $20,000-$30,000 | 30 | 11.5 |
| $30,000-$40,000 | 43 | 16.4 |
| $40,000-$50,000 | 35 | 13.4 |
| $50,000-$60,000 | 26 | 9.9 |
| $60,000-$70,000 | 24 | 9.2 |
| Over $70,000 | 43 | 16.4 |
| Missing Data | 26 | 9.9 |
| **Family Position** | | |
| Wife/Mother | 7 | 2.7 |
| First Child | 80 | 30.4 |
| Second Child | 75 | 28.8 |
| Third Child | 53 | 20.4 |
| Fourth Child | 24 | 9.2 |
| Other Child | 23 | 8.5 |

Table 1 (Continued)
Description of Sample

| Characteristic | Frequency | Percent |
|---|---|---|
| **Class Status** | | |
| Freshman | 69 | 26.2 |
| Sophomore | 67 | 25.8 |
| Junior | 61 | 23.0 |
| Senior | 65 | 25.0 |
| **Residence** | | |
| Residence Hall | 129 | 49.2 |
| Fraternity/Sorority | 32 | 12.7 |
| Parental Home | 23 | 9.1 |
| Off-campus | 67 | 26.6 |
| Other | 11 | 2.4 |

Table 2

Maximum Likelihood Parameter Estimates for Model 1

| Parameter[8] | Standardized Estimate | Residual | Standardized Estimate |
|---|---|---|---|
| | Measurement Model | | |
| lambda(1,I) | .83* | theta 1 | .31* |
| lambda(2,I) | .95* | theta 2 | .10 |
| lambda(3,II) | .82* | theta 3 | .33* |
| lambda(4,II) | .93* | theta 4 | .14* |
| lambda(5,II) | .71* | theta 5 | .50* |
| lambda(6,III) | (1.00) | theta 6 | .00 |
| lambda(7,IV) | (.87) | theta 7 | .24* |
| lambda(8,IV) | .77* | theta 8 | .41* |
| lambda(9,IV) | .78* | theta 9 | .39* |
| lambda(10,V) | (.76) | theta 10 | .42* |
| lambda(11,V) | .72* | theta 11 | .48* |
| lambda(12,V) | .72* | theta 12 | .48* |
| lambda(13,VI) | (.93) | theta 13 | .14* |
| lambda(14,VI) | .88* | theta 14 | .23* |
| lambda(15,VI) | .92* | theta 15 | .15* |
| | Structural Model | | |
| phi(I,II) | -.07 | | |
| phi(I,III) | .08 | | |
| phi(II,III) | -.10 | | |
| gamma(IV,I) | .12 | | |
| gamma(IV,II) | .08 | | |
| gamma(IV,III) | -.05 | | |
| gamma(V,I) | .43* | | |
| gamma(V,II) | -.07 | | |
| gamma(V,III) | .07 | | |
| gamma(VI,I) | .04 | | |
| gamma(VI,II) | -.16* | | |
| gamma(VI,III) | .00 | | |
| beta(IV,V) | -.49* | | |
| beta(VI,V) | .17* | | |
| beta(IV,VI) | -.31* | | |
| psi (IV) | .63* | | |
| psi (V) | .80* | | |
| psi (VI) | .94* | | |

Note: Parenthesized estimate denotes fixed reference indicator.
Overall fit: Chi-square(76)=127.53; GFI=.94
*p<.05

Table 3

Maximum Likelihood Parameter Estimates for Model 1A

| Parameter | Standardized Estimate | Residual | Standardized Estimate |
|---|---|---|---|
| | Measurement Model | | |
| lambda(1,I) | .83* | theta 1 | .31* |
| lambda(2,I) | .93* | theta 2 | .14* |
| lambda(3,I) | .72* | theta 3 | .48* |
| lambda(4,II) | (1.00) | theta 4 | .00 |
| lambda(5,III) | (.76) | theta 5 | .42* |
| lambda(6,III) | .70* | theta 6 | .51* |
| lambda(7,III) | .73* | theta 7 | .47* |
| lambda(8,IV) | (.88) | theta 8 | .23* |
| lambda(9,IV) | .77* | theta 9 | .41* |
| lambda(10,IV) | .78* | theta 10 | .39* |
| lambda(11,V) | (.93) | theta 11 | .14* |
| lambda(12,V) | .88* | theta 12 | .23* |
| lambda(13,V) | .92* | theta 13 | .15* |
| | Structural Model | | |
| phi(I,II) | -.11 | | |
| gamma(III,I) | -.04 | | |
| gamma(IV,I) | .09 | | |
| gamma(V,I) | -.19* | | |
| gamma(III,II) | .12 | | |
| beta(III,IV) | -.44* | | |
| beta(V,IV) | .19* | | |
| beta(III,V) | -.30* | | |
| psi (III) | .98* | | |
| psi (IV) | .64* | | |
| psi (V) | .94* | | |

Note: Parenthesized estimate denotes fixed reference indicator.
Overall fit: Chi-square(76)=127.53; GFI=.94
*p<.05

Table 4

Maximum Likelihood Parameter Estimates for Model 1B

| Parameter | Standardized Estimate | Residual | Standardized Estimate |
|---|---|---|---|
| | Measurement Model | | |
| lambda(1,I) | .81* | theta 1 | .34* |
| lambda(2,I) | .97* | theta 2 | .06 |
| lambda(3,II) | (1.00) | theta 3 | .00 |
| lambda(4,III) | (.87) | theta 4 | .24* |
| lambda(5,III) | .78* | theta 5 | .39* |
| lambda(6,III) | .78* | theta 6 | .39* |
| lambda(7,IV) | (.76) | theta 7 | .42* |
| lambda(8,IV) | .72* | theta 8 | .48* |
| lambda(9,IV) | .72* | theta 9 | .48* |
| lambda(10,V) | (.93) | theta 10 | .14* |
| lambda(11,V) | .88* | theta 11 | .23* |
| lambda(12,V) | .92* | theta 12 | .15* |
| | Structural Model | | |
| phi(I,II) | .08 | | |
| gamma(III,I) | .14* | | |
| gamma(IV,I) | .42* | | |
| gamma(V,I) | .03 | | |
| gamma(IV,II) | .09 | | |
| beta(III,IV) | -.51* | | |
| beta(V,IV) | .18* | | |
| beta(III,V) | -.32* | | |
| psi (III) | .63* | | |
| psi (IV) | .81* | | |
| psi (V) | .96* | | |

Note: Parenthesized estimates denote fixed reference indicators.
Overall fit: Chi-square(47)=73.02; GFI=.96
*p<.05

Table 5

Maximum Likelihood Parameter Estimates for Model 1C

| Parameter | Standardized Estimate | Residual | Standardized Estimate |
|---|---|---|---|
| | Measurement Model | | |
| lambda(1,I) | .82* | theta 1 | .33* |
| lambda(2,I) | .90* | theta 2 | .19* |
| lambda(3,I) | .88* | theta 3 | .23* |
| lambda(4,II) | .72* | theta 4 | .48* |
| lambda(5,II) | .81* | theta 5 | .34* |
| lambda(6,II) | .62* | theta 6 | .61* |
| lambda(7,III) | .83* | theta 7 | .31* |
| lambda(8,III) | .93* | theta 8 | .14* |
| lambda(9,III) | .72* | theta 9 | .48* |
| lambda(10,IV) | (1.00) | theta 10 | .00 |
| lambda(11,V) | (.88) | theta 11 | .26* |
| lambda(12,V) | .77* | theta 12 | .40* |
| lambda(13,V) | .78* | theta 13 | .39* |
| lambda(14,VI) | (.75) | theta 14 | .43* |
| lambda(15,VI) | .73* | theta 15 | .46* |
| lambda(16,VI) | .72* | theta 16 | .48* |
| lambda(17,VII) | (.93) | theta 17 | .14* |
| lambda(18,VII) | .88* | theta 18 | .23* |
| lambda(19,VII) | .92* | theta 19 | .15* |
| | Structural Model | | |
| phi(I,II) | .37* | | |
| phi(I,III) | -.07 | | |
| phi(I,IV) | .10 | | |
| phi(II,III) | .21* | | |
| phi(II,IV) | .03 | | |
| phi(III,IV) | -.11 | | |
| gamma(V,I) | -.07 | | |
| gamma(V,II) | .14 | | |
| gamma(V,III) | .06 | | |
| gamma(VI,I) | .46* | | |
| gamma(VI,II) | .08 | | |
| gamma(VI,III) | -.03 | | |
| gamma(VI,IV) | .07 | | |
| gamma(VII,I) | -.02 | | |
| gamma(VII,II) | .04 | | |
| gamma(VII,III) | -.17* | | |
| beta(V,VI) | -.44* | | |
| beta(VII,V) | .19* | | |
| beta(V,VII) | -.31* | | |
| psi (V) | .63* | | |

Table 5 (Continued)

Maximum Likelihood Parameter Estimates for Model 1C

| Parameter | Standardized Estimate | Residual | Standardized Estimate |
|---|---|---|---|
| | Structural Model | | |
| psi (VI) | .74* | | |
| psi (VII) | .94* | | |

Note: Parenthesized estimate denotes fixed reference indicator.
Overall fit: Chi-square(134)=265.66; GFI=.93
*p<.05

Table 6

Maximum Likelihood Parameter Estimates for Model 2

| Parameter | Standardized Estimate | Residual | Standardized Estimate |
|---|---|---|---|
| | Measurement Model | | |
| lambda(1,I) | .85* | theta 1 | .28* |
| lambda(2,I) | .85* | theta 2 | .28* |
| lambda(3,I) | .88* | theta 3 | .23* |
| lambda(4,II) | .71* | theta 4 | .50* |
| lambda(5,II) | .70* | theta 5 | .51* |
| lambda(6,II) | .88* | theta 6 | .23* |
| lambda(7,III) | .78* | theta 7 | .39* |
| lambda(8,III) | .82* | theta 8 | .33* |
| lambda(9,III) | .70* | theta 9 | .51* |
| lambda(10,IV) | .71* | theta 10 | .50* |
| lambda(11,IV) | .69* | theta 11 | .52* |
| lambda(12,IV) | .71* | theta 12 | .50* |
| lambda(13,V) | .73* | theta 13 | .47* |
| lambda(14,V) | .68* | theta 14 | .53* |
| lambda(15,V) | .53* | theta 15 | .72* |
| lambda(16,VI) | .83* | theta 16 | .31* |
| lambda(17,VI) | .94* | theta 17 | .12* |
| | Structural Model | | |
| phi(I,II) | .62* | | |
| phi(I,III) | .67* | | |
| phi(I,IV) | -.52* | | |
| phi(I,V) | -.22* | | |
| phi(I,VI) | .55* | | |
| phi(II,III) | .51* | | |
| phi(II,IV) | -.27* | | |
| phi(II,VI) | .58* | | |
| phi(III,IV) | -.38* | | |
| phi(III,VI) | .47* | | |
| phi(IV,V) | .35* | | |
| phi(IV,VI) | -.31* | | |
| phi(V,VI) | -.05 | | |

Overall fit: Chi-square(106)=183.06; GFI=.93
*p<.05

Table 7

Summary table for ANOVA examining Individuation across four levels of Differentiation

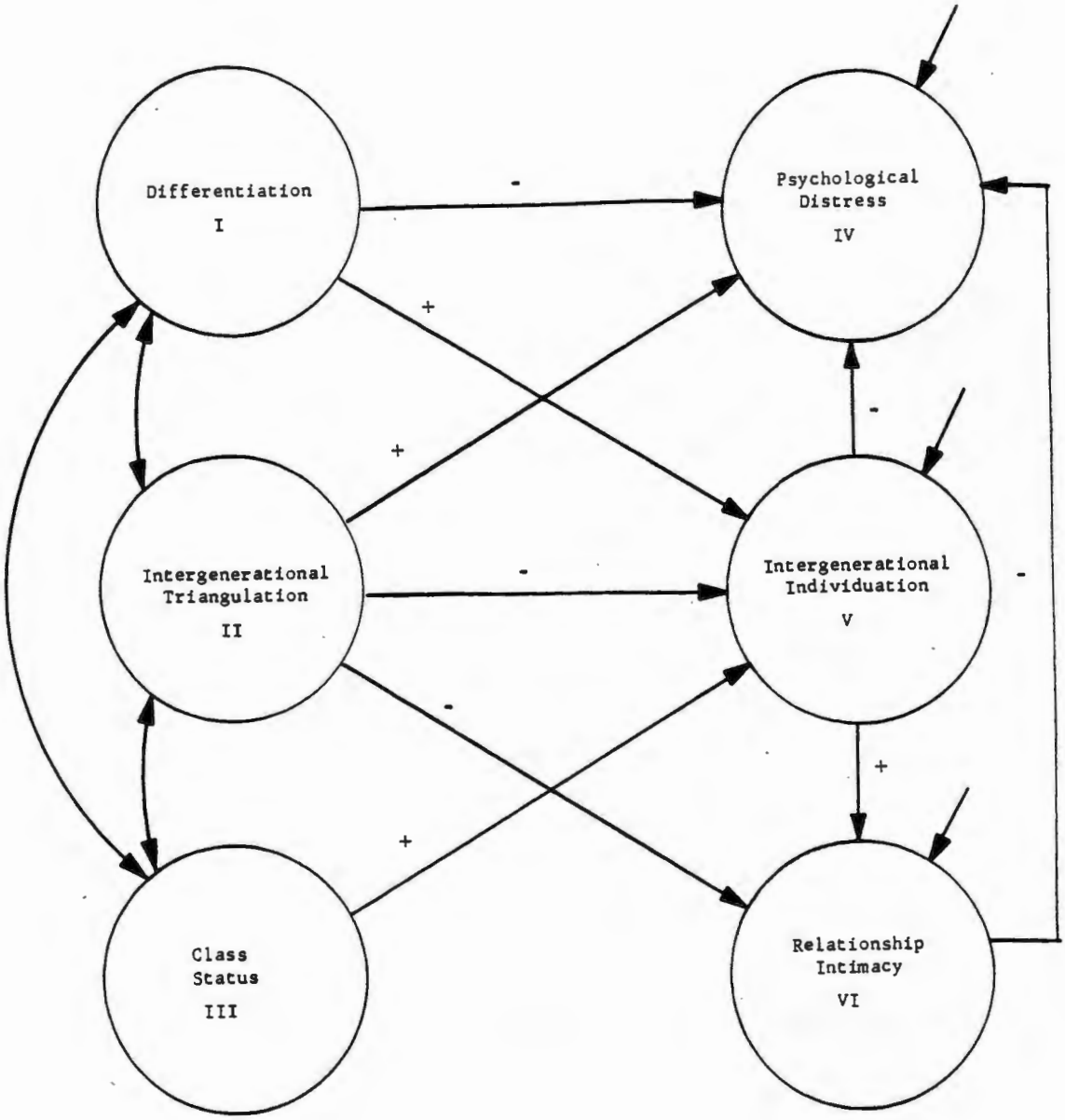
| Source of Variation | SS | DF | MS | F |
|---|---|---|---|---|
| Between Groups | 869.2 | 3 | 289.7 | 10.85 |
| Within Groups | 6673.7 | 250 | 26.7 | |
| Total | 7542.9 | 253 | | |

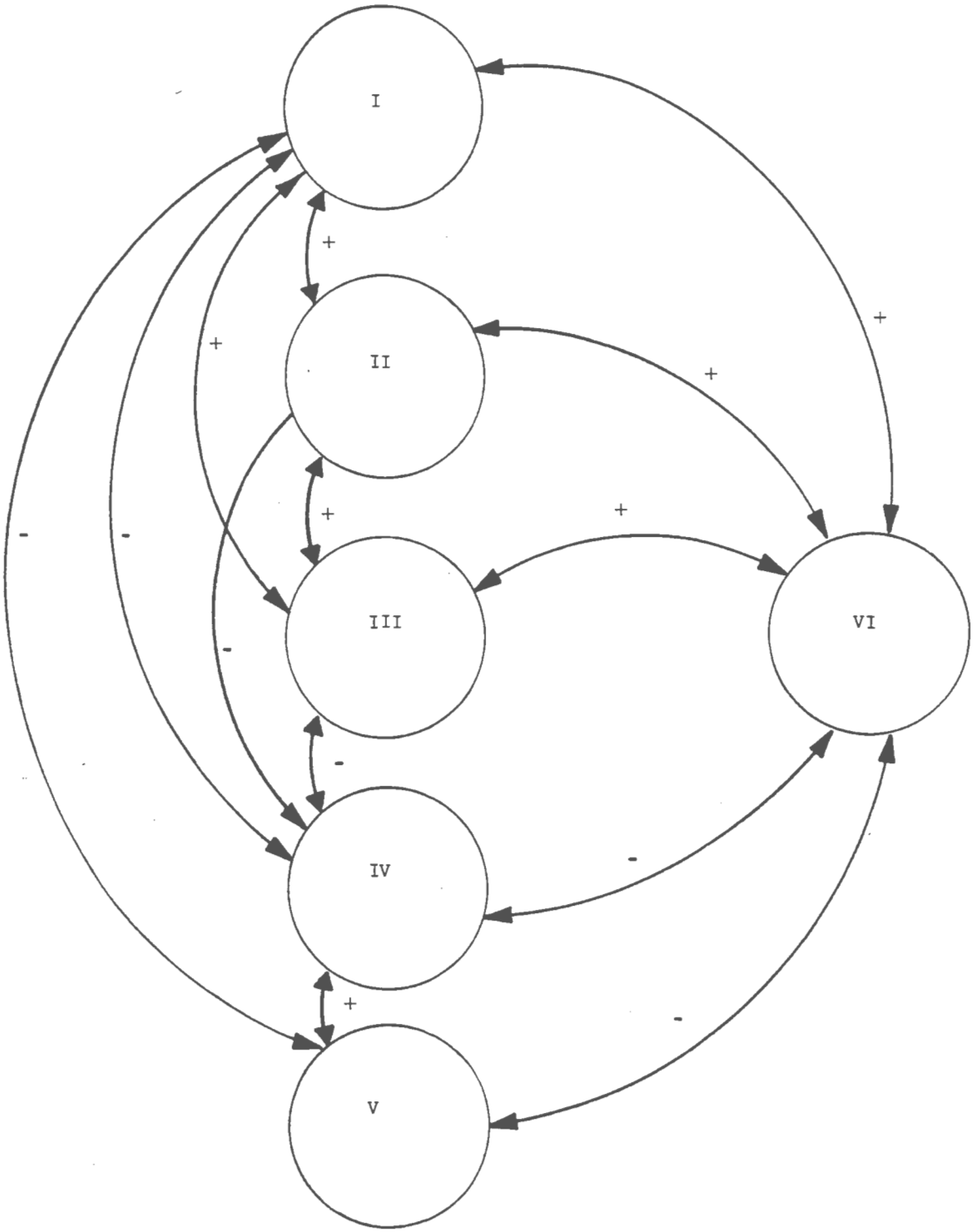
Table 8

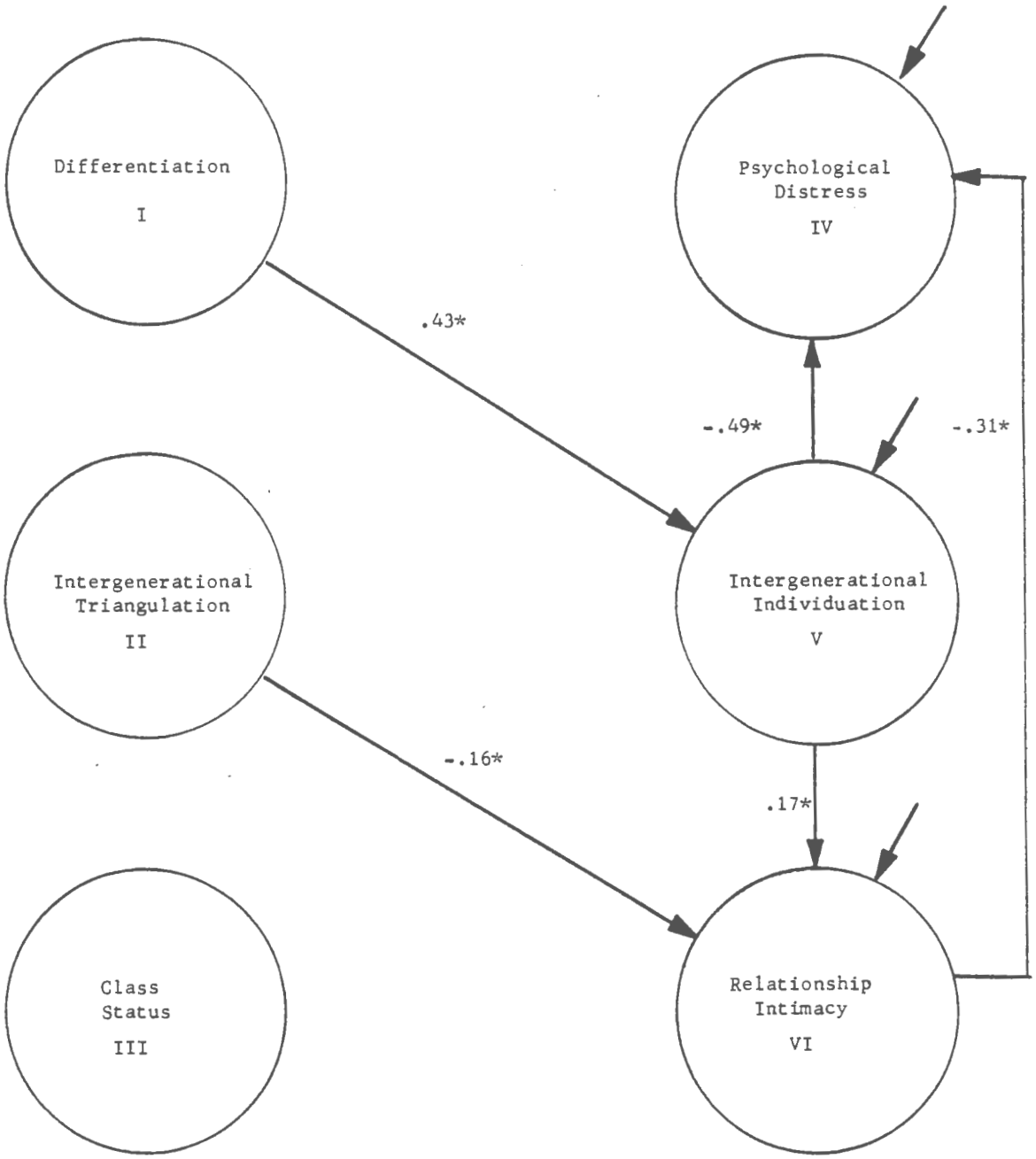
Maximum Likelihood Parameter Estimates for Model 3

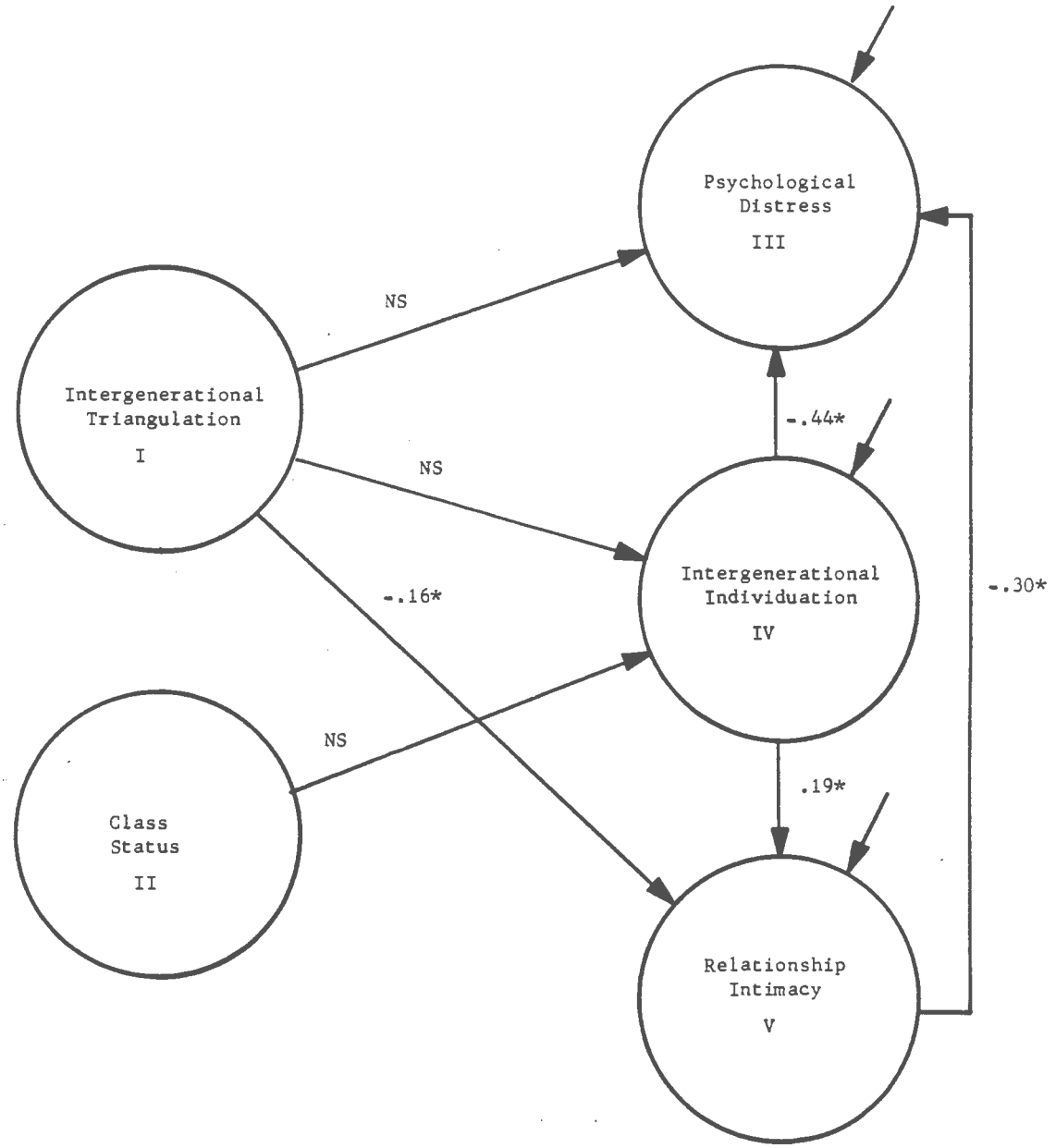
| Parameter | Standardized Estimate | Residual | Standardized Estimate |
|---|---|---|---|
| | Measurement Model | | |
| lambda(1,I) | .84* | theta 1 | .29* |
| lambda(2,I) | .85* | theta 2 | .28* |
| lambda(3,I) | .88* | theta 3 | .23* |
| lambda(4,II) | .71* | theta 4 | .50* |
| lambda(5,II) | .70* | theta 5 | .51* |
| lambda(6,II) | .89* | theta 6 | .21* |
| lambda(7,III) | .78* | theta 7 | .39* |
| lambda(8,III) | .82* | theta 8 | .33* |
| lambda(9,III) | .70* | theta 9 | .51* |
| lambda(10,IV) | .70* | theta 10 | .51* |
| lambda(11,IV) | .71* | theta 11 | .50* |
| lambda(12,IV) | .69* | theta 12 | .52* |
| lambda(13,V) | .75* | theta 13 | .44* |
| lambda(14,V) | .65* | theta 14 | .58* |
| lambda(15,V) | .52* | theta 15 | .72* |
| lambda(16,VI) | .74* | theta 16 | .45* |
| lambda(17,VI) | .72* | theta 17 | .48* |
| lambda(18,VI) | .67* | theta 18 | .55* |
| | Structural Model | | |
| phi(I,II) | .61* | | |
| phi(I,III) | .66* | | |
| phi(I,IV) | -.52* | | |
| phi(I,V) | -.22* | | |
| phi(I,VI) | .73 | | |
| phi(II,III) | .50 | | |
| phi(II,IV) | -.27* | | |
| phi(II,VI) | .44* | | |
| phi(III,IV) | -.38* | | |
| phi(III,VI) | .36* | | |
| phi(IV,V) | .35* | | |
| phi(IV,VI) | -.53* | | |
| phi(V,VI) | -.56* | | |

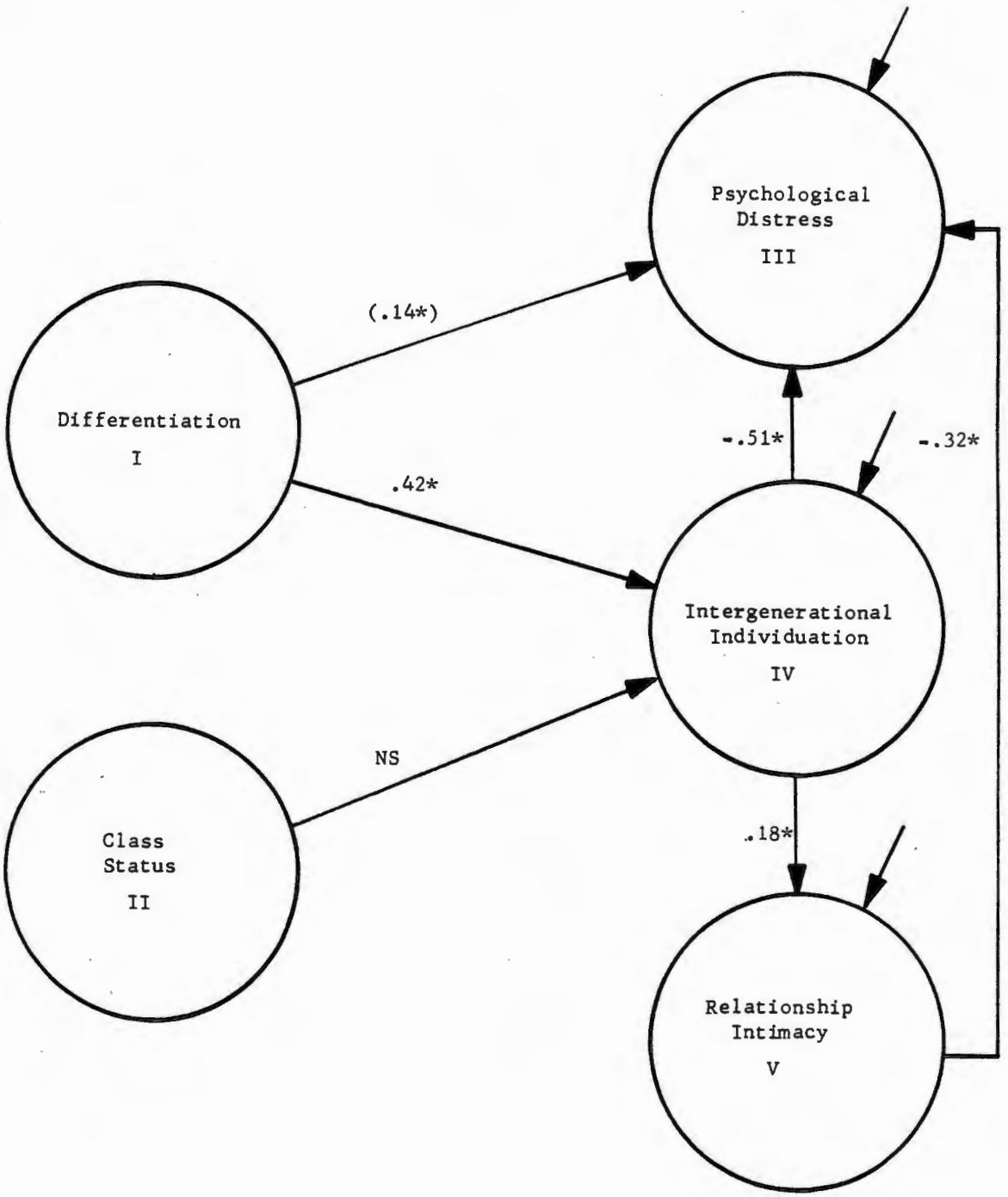
Overall fit: Chi-square(122)=239.57; GFI=.91
*p<.05

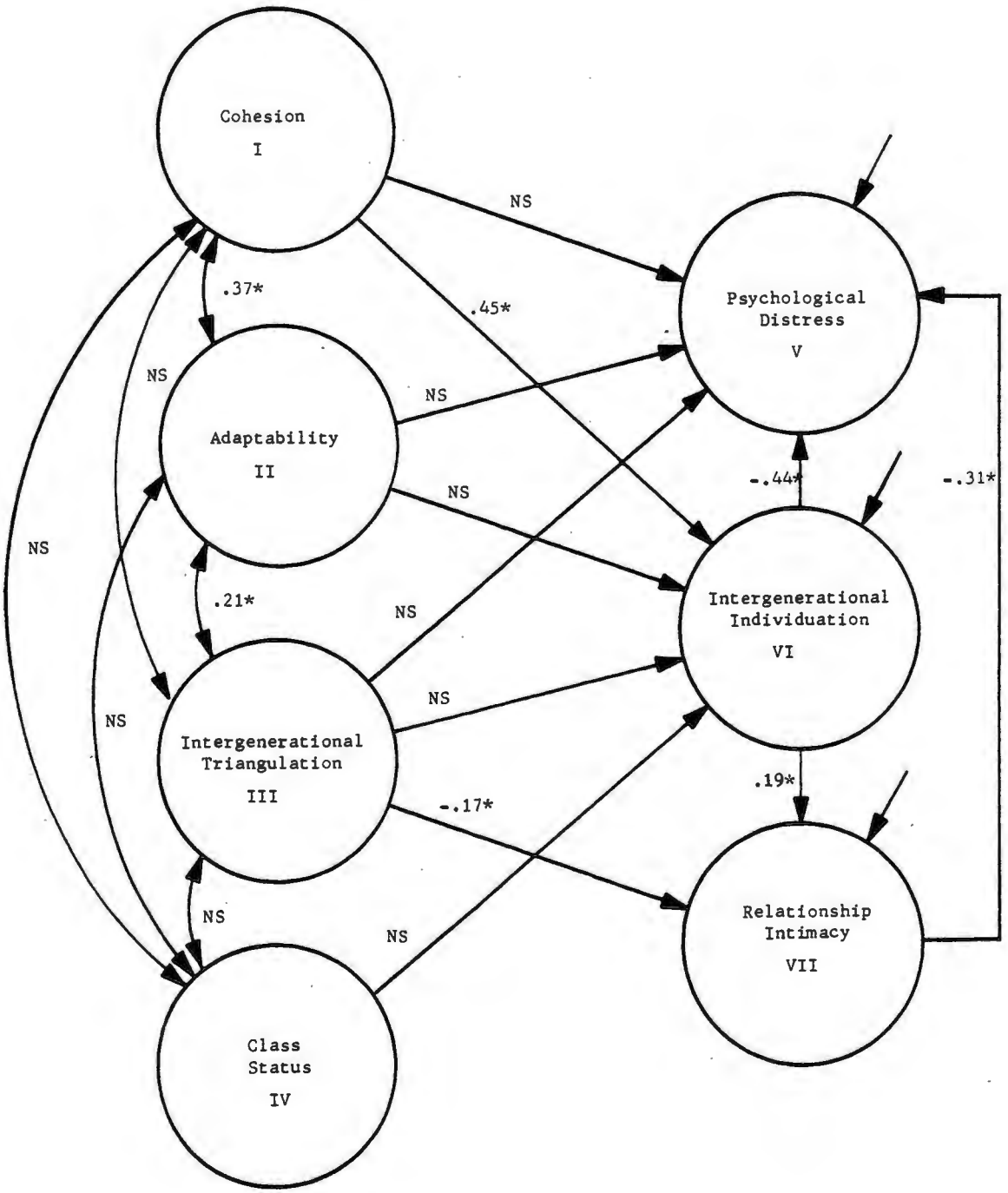

Differentiation
I
Psychological
Distress
IV
Intergenerational
Triangulation
II
Intergenerational
Individuation
V
Class
Status
III
Relationship
Intimacy
VI
-
+
+
-
-
-
+
+

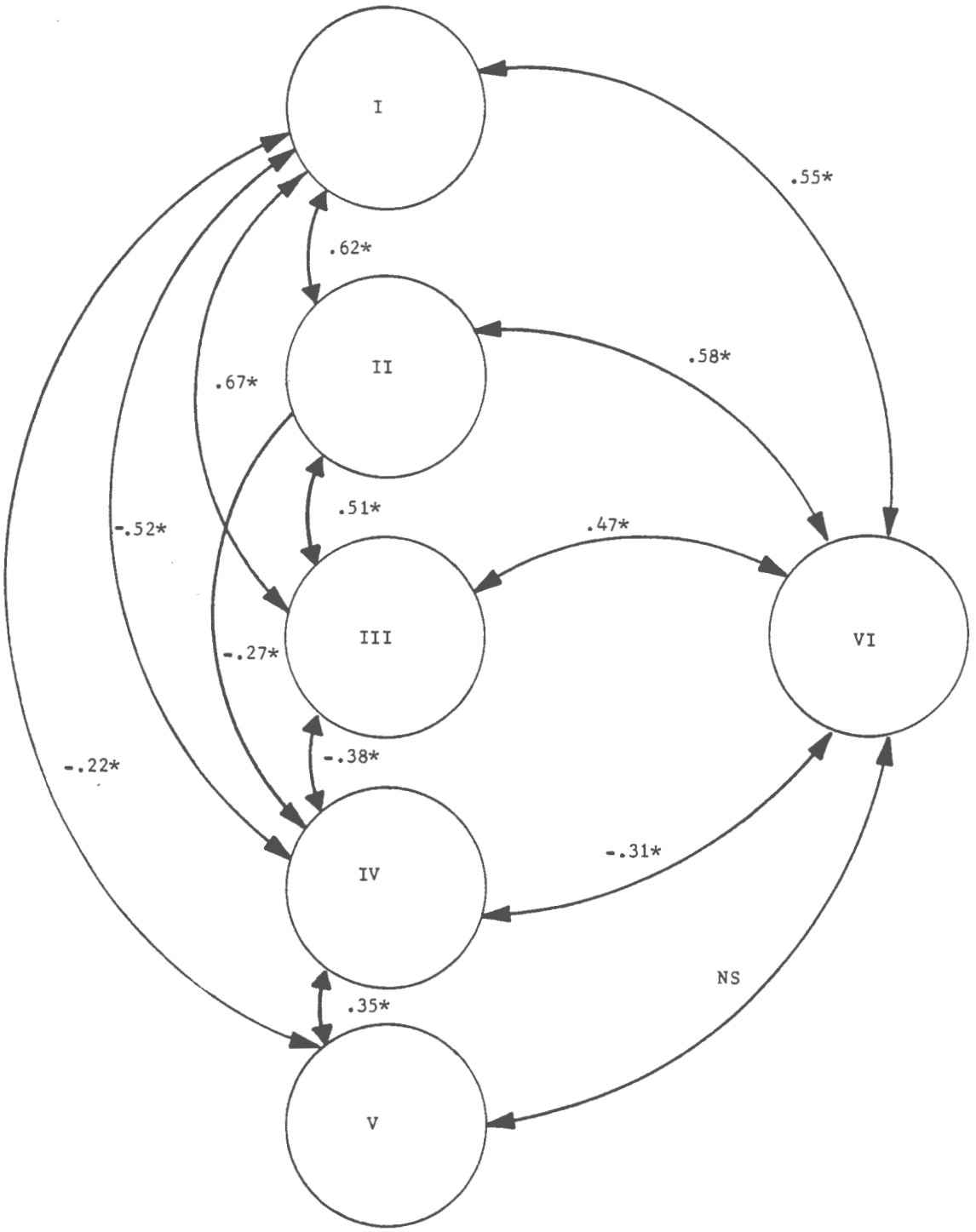

I
II
III
IV
V
VI
+
+
+
+
+
+
-
-
-
-
-
-

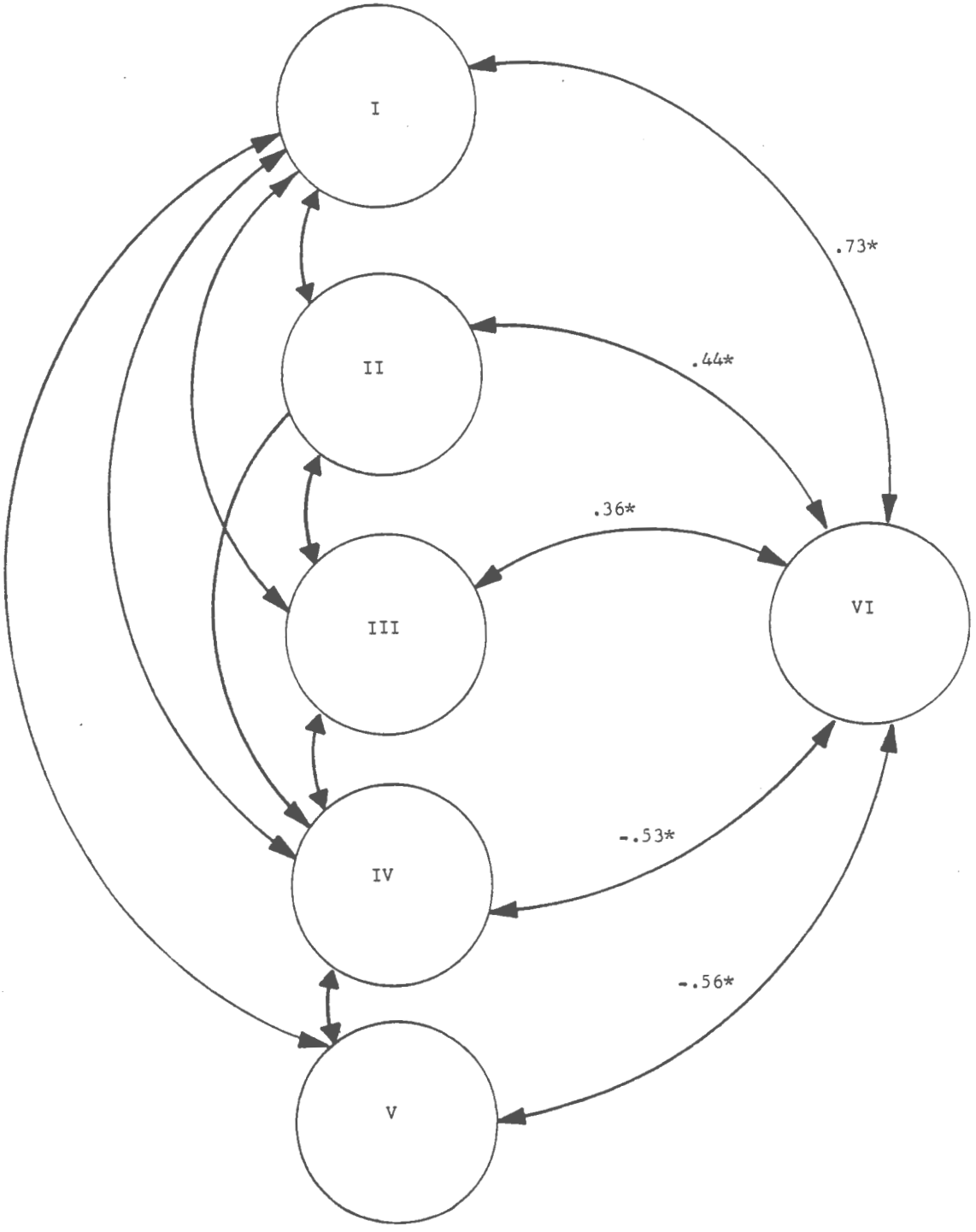

Differentiation
I
Intergenerational
Triangulation
II
Class
Status
III
Psychological
Distress
IV
Intergenerational
Individuation
V
Relationship
Intimacy
VI
.43*
-.49*
-.31*
-.16*
.17*


Psychological
Distress
III
Intergenerational
Triangulation
I
NS
-.44*
NS
Intergenerational
Individuation
IV
-.30*
-.16*
NS
.19*
Class
Status
II
Relationship
Intimacy
V


Psychological
Distress
III
(.14*)
Differentiation
I
-.51*
-.32*
.42*
Intergenerational
Individuation
IV
NS
Class
Status
II
.18*
Relationship
Intimacy
V


Cohesion
I
Adaptability
II
Intergenerational
Triangulation
III
Class
Status
IV
Psychological
Distress
V
Intergenerational
Individuation
VI
Relationship
Intimacy
VII
NS
.37*
.45*
NS
NS
NS
NS
.21*
NS
NS
NS
-.44*
-.31*
.19*
-.17*
NS
NS


I
II
III
IV
V
VI
.55*
.62*
.58*
.67*
.51*
.47*
-.52*
-.27*
-.38*
-.22*
-.31*
NS
.35*


I
II
III
IV
V
VI
.73*
.44*
.36*
-.53*
-.56*

## Figure Captions

1. Figure 1. General model of the late adolescent individuation process. (Model 1; Plus and minus signs refer to the hypothesized direction of relationship)

2. Figure 2. Hypothesized relationships between the FFS and the family's level of Differentiation. (Model 2; I=Positive Family Affect; II=Family Communication; III=Family Rituals; IV=Family Conflicts; V=Family Worries; VI=Differentiation)

3. Figure 3. Significant structural relationships identified for Model 1. (*p<.05)

4. Figure 4. Submodel of the late adolescent individuation process with Differentiation removed. (Model 1A; NS refers to a nonsignificant parameter; Significant parameter estimates are presented and identified by *p<.05)

5. Figure 5. Submodel of the late adolescent individuation process with Intergenerational Triangulation removed. (Model 1B; NS refers to a nonsignificant parameter; Significant parameter estimates are presented and identified by *p<.05)

6. Figure 6. Submodel of the late adolescent individuation process with Differentiation separated into Cohesion and Adaptability. (Model 1C; NS refers to a nonsignificant parameter; *p<.05)

7. Figure 7. Significant relations identified for Model 2. (Model 2; NS refers to a nonsignificant parameter estimate; *p<.05; I=Positive Family Affect; II=Family Communication; III=Family Rituals; IV=Family Conflicts; V=Family Worries; VI=Differentiation)

8. Figure 8. Significant relationships identified for Model 3. (Model 3; Correlations among FFS subscales are omitted as they duplicate those presented in Figure 7;

*p<.05; I=Positive Family Affect; II=Family Communication; III=Family Rituals; IV=Family Conflicts; V=Family Worries; VI=Intergenerational Individuation)

# Appendix A

## PAFS-Q

The following questions ask about your current relationships with your parents and mate (i.e., spouse, boyfriend/girlfriend). Please select the answers which best reflect your current relationships with these people. There are no right or wrong answers. Remember: Give the answer that best applies to you.

If you are currently not married, answer the questions below as they would apply to your relationship with your most important, current significant other (i.e., mate, steady friend, lover). If you do not have a significant other, then answer the questions as they might apply to your most likely or most recent significant other.

If one or both of your parents are deceased, then answer the questions about your deceased parent(s) in terms of how you remember or imagined your relationship(s) to be.

Use the following scale to answer questions 1 and 2: (1=totally; 2=very; 3=moderately; 4=a little; 5=not at all)

1. When one of your parents is having a distressing problem, to what extent do you feel personally responsible to provide a solution to the problem?

2. When your parents are having a significant problem in their marriage, to what extent do you feel personally responsible to provide a solution to their problem?

3. Please use the following scale to rate the quality of your relationship with your mate (1=excellent; 2=good; 3=fair; 4=poor; 5=very poor).

4. Please use the following scale to rate the satisfaction of your relationship with your mate (1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied).

Use the following situation and scale to answer questions 5 to 14:

You invite only one of your parents and not the other parent to dinner alone with you even though the other parent is interested and available (1=extremely; 2=very; 3=moderately; 4=a little; 5=not at all).

How willing would you be to do this?

5. Mother invited

6. Father invited

How comfortable would you be in doing this?

7. Mother invited

8. Father invited

How unfair would it be to do this to your mother/father or to their marriage?

9. Mother

10. Father

How comfortable would you be in dining and having intimate conversation with the invited parent?

11. Mother invited

12. Father invited

How guilty would you feel if you did not invite the other parent?

13. Mother not invited

14. Father not invited

Use the following scale to answer items 15 to 31:
(1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree)

15. My sex life with my mate is quite satisfactory.

16. My mate and I have many interests which we choose to share.

17. My mate and I frequently talk together about the significant events in our lives.

18. My mate and I like to get together for conversation and recreation.

19. My mate and I can trust each other with the things we tell one another.

20. My mate and I frequently show tenderness toward one another.

21. My mate and I are fair in our relationship with each other.

22. My mate and I have mutual respect for each other.

23. My mate and I are fond of each other.

24. My parents do things that embarass me.

25. I sometimes wonder how much my parents really love me.

26. I am usually able to disagree with my parents without losing my temper.

27. I often get so emotional with my parents that I cannot think straight.

28. My present day problems would be fewer or less severe if my parents had acted or behaved differently.

29. I usually help my parents understand me by telling them how I think, feel, and believe.

30. My parents frequently try to change some aspect of my personality.

31. My parents say one thing to me and mean another.

# Appendix B

## Family Functioning Scale

Directions

This is a questionnaire about family life. It includes a variety of statements which describe families. Please rate how each statement describes your family at the present time. Use the following 7-point scale (1=never; 2=almost never; 3=rarely; 4=sometimes; 5=frequently; 6=almost always; 7=always).

For each statement, please circle the number which best expresses how you see your current family. Do not spend too much time on any one statement. If you read a statement which is difficult for you to answer, please give your first reaction. Remember that there are no right or wrong answers, so please answer as honestly as you can. All of your responses will remain confidential.

Kindly rate all the statements. Thank you for your cooperation.

1. Birthdays are important events in my family.
2. People in my family come right out and say things instead of hinting at them.
3. The children in my family fight with each other.
4. People in my family have to be reminded when they are asked to do something.
5. People in my family do not care enough about what I need.
6. Our family spends holidays together.
7. Members of my family argue about spending money.
8. My family accepts me as I am.
9. When someone in my family is angry, I feel worried.
10. I tell people in my family when I am disappointed in them.
11. People in my family listen to me when I speak.

12. I worry when I disagree with the opinions of family members.

13. When I have questions about sex, I ask family members for information.

14. Some members of my family resent not having enough money.

15. I feel respected by my family.

16. We pay attention to traditions in our family.

17. My family backs me up when I need them.

18. When things are not going well in my family, I feel sick.

19. Our family celebrates special events such as anniversaries and graduations.

20. People in my family hit each other.

21. People in my family do what's expected of them.

22. People in my family prefer to do things by themselves.

23. Family members praise one another for their accomplishments.

24. When I have questions about personal relationships, I talk with family members.

25. There is tension among family members.

26. I talk with my family about my financial concerns.

27. I let my family know when I am sad.

28. I worry about what will happen to my family in the future.

29. It is hard for me to forget painful events that have happened in my family.

30. Family members argue about drinking alcohol.

31. I let family members know when I feel upset.

32. People in my family discuss their problems with me.

33. It seems that some family members have it better than others.

34. People in my family let me know when they are happy.

35. I talk with family members about important decisions in my life.

36. In my family we try to keep people from getting angry.

37. People in my family use my things without asking me first.

38. In my family we talk about what is right and wrong with regard to sex.

39. Family members are named after people who are important to the family.

40. People in my family yell at each other.

41. Family members are critical of each other's eating habits.

42. I talk with family members about how things are going at work/school.

43. When things go wrong in my family, someone gets blamed.

44. In my family we talk about the physical changes that go along with growing up.

45. I tell people in my family when I am angry with them.

46. Family members eat at least one meal a day together.

47. My family sees me as a hopeless case.

48. Family reunions are important to us.

49. My family is proud of me.

50. In my family we discuss how household chores get done.

51. Some family member(s) get(s) criticized about his/her weight.

52. Family members discuss household repairs that need to be made.

53. People in my family argue about doing household chores.

54. I worry that I might say the wrong thing to certain people in my family.

55. When I feel frustrated with family members, I tell them about it.

56. Some member(s) of my family watch(es) too much television.

57. I feel like a stranger in my own home.

58. I have trouble sleeping when I think about family problems.

59. Family members talk with one another about diet and nutrition.

60. We have arguments about watching television.

61. We are interested in the history of our family.

62. I talk with family members when I have questions about spending money.

63. In my family we argue about each other's friends.

64. I feel loved by my family.

65. In my family we talk about the ways of staying healthy.

66. When things are not going well in my family it affects my appetite.

67. Our family takes vacations together.

68. I worry about what my family thinks of me.

69. I let my family know when I feel afraid.

70. We talk about budgeting money in my family.

71. People in my family are not interested in what I do.

72. Family members use words to express their affection for one another.

# Appendix C

## Instructions to the Beck Inventory

On this questionnaire are groups of statements. Please read each group of statements carefully. Then pick out the one statement in each group of statements that best describes the way you have been feeling the past week including today. Circle the number beside the statement you picked. If several statements in the group seem to apply equally well, circle each one. Be sure to read all the statements in each group before making your choice.

1) 0 I do not feel sad.
   1 I feel sad.
   2 I am sad all the time and I can't snap out of it.
   3 I am so sad or unhappy that I can't stand it.

2) 0 I am not particularly discouraged about the future.
   1 I feel discouraged about the future.
   2 As I look back on my life, all I can see is a lot of failures.
   3 I feel that the future is hopeless and that things cannot improve.

3) 0 I do not feel like a failure.
   1 I feel I have failed more than the average person.
   2 As I look back on my life, all I can see is a lot of failures.
   3 I am a complete failure as a person.

4) 0 I get as much satisfaction out of things as I used to.
   1 I don't enjoy things the way I used to.
   2 I don't get real satisfaction out of anything anymore.
   3 I am dissatisfied oe bored with everything.

5) 0 I don't feel particularly guilty.
   1 I feel guilty a good part of the time.
   2 I feel quite guilty more of the time.
   3 I feel guilty all of the time.

6) 0 I don't feel that I am being punished.
   1 I feel I may be punished.
   2 I expect to be punished.
   3 I feel I am being punished.

7) 0 I don't feel disappointed in myself.
   1 I am disappointed in myself.
   2 I am disgusted with myself.
   3 I hate myself.

8) 0 I don't feel that I am any worse than anybody else.
1 I am critical of myself for my weaknesses or mistakes.
2 I blame myself all the time for my faults.
3 I blame myself for everything bad that happens.

9) 0 I don't have any thoughts of killing myself.
1 I have thoughts of killing myself, but would not carry them out.
2 I would like to kill myself.
3 I would kill myself if I had the chance.

10) 0 I don't cry anymore than usual.
1 I cry more now than I used to.
2 I cry all the time now.
3 I used to be able to cry, but now I can't even cry though I want to.

11) 0 I am no more irritated now than I ever was.
1 I get annoyed or irritated more easily than I used to.
2 I feel irritated all the time now.
3 I don't get irritated at all by the things that used to irritate me.

12) 0 I have not lost interest in other people.
1 I am less interested in other people than I used to be.
2 I have lost most of my interest in other people.
3 I have lost all of my interest in other people.

13) 0 I make decisions about as well as I ever could.
1 I put off making decisions more than I used to.
2 I have greater difficulty in making decisions than before.
3 I can't make decisions at all anymore.

14) 0 I don't feel I look any worse than I used to.
1 I am worried that I am looking old or unattractive.
2 I feel that there are permanent changes in my appearance that make me look unattractive.
3 I believe that I look ugly.

15) 0 I can work about as well as before.
1 It takes an extra effort to get started at doing something.
2 I have to push myself very hard to do anything.
3 I can't do any work at all.

16) 0 I can sleep as well as usual.
1 I don't sleep as well as I used to.
2 I wake up 1-2 hours earlier than usual and find it hard to get back to sleep.

3 I wake up several hours earlier than I used to and cannot get back to sleep.

17) 0 I don't get more tired than usual.
1 I get tired more easily than I used to.
2 I get tired from doing almost anything.
3 I am too tired to do anything.

18) 0 My appetite is no worse than usual.
1 My appetite is not as good as it used to be.
2 My appetite is much worse now.
3 I have no appetite at all anymore.

19) 0 I haven't lost much weight, if any, lately.
1 I have lost more than five pounds.
2 I have lost more than 10 pounds.
3 I have lost more than 15 pounds.
I am purposely trying to lose weight by eating less. Yes ____ No ____

20) 0 I am not more worried about my health than usual.
1 I am worried about physical problems such as aches and pains; or upset stomach; or constipation.
2 I am very worried about physical problems and it's hard to think of much else.
3 I am so worried about my physical problems that I cannot think about anything else.

21) 0 I have not noticed any recent change in my interest in sex.
1 I am less interested in sex than I used to be.
2 I am much less interested in sex now.
3 I have lost interest in sex completely.

# Appendix D

## Research Consent Form

I understand that:

1. The purpose of this study is to develop a greater understanding of young adults and their family members.

2. I will be asked to complete several written questionnaires. My answers to these questions will provide researchers with the following information.

   a) General information about myself and my family.
   b) Specific information about things that happen in my family.

3. I am a volunteer and may withdraw from the study at any time. I can refuse to answer any questions that I do not wish to answer. If I withdraw from the study or refuse to participate, it will in no way affect my status at this university.

4. This research could yield important information that might be of help to others but it will not be of direct benefit to me.

5. All information gathered in the study will be kept strictly confidential and private. My name only appears on this research consent form, which will be separated from the family surveys as soon as I have completed it. A code number has been assigned to the questionnaire for record-keeping purposes only. All answers will be tabulated, analyzed, and reported anonymously.

6. I may contact Dr. Lawrence C. Grebstein, Ph.D. at 792-2193 at any time if I have questions about the research.

It is estimated that the total time to complete these forms will be approximately 1 hour.

A. Certification of Participant

I have read and understood the above statements, and I consent to participate.

_____ _____

Signature of Participant Date

# Appendix E

## Background Questionnairre

1. Age _____ years old

2. Sex (Please check one) Male _____ Female _____

3. Race (Please check one)

Caucasian _____ Hispanic _____
Black _____ Native American _____
Asian _____ Other (Please Specify) _____

4. Marital Status (Please check one)

Never Married _____ Married _____
Separated _____ Divorced _____
Widowed _____

5. Marital Status Of Your Parents (Please check one)

Never Married _____ Married _____
Separated _____ Divorced _____
Widowed _____

6. Ethnic Background (Please check the ethnic group with which you most closely identify)

Afro-American _____ Portugese _____
British _____ Mexican _____
French-Canadian _____ Nigerian _____
Lebanese _____ Polish _____
Irish _____ Greek _____
Italian _____ German _____
Jewish _____ Other (Please specify) _____

7. Religion (Please check one)

Catholic _____ Protestant _____
Agnostic/Atheist _____ Other (Please specify) _____
Jewish _____

8. Annual Family Income (Please check one)

Under 5,000 _____ 40,001-50,000 _____
5,000-10,000 _____ 50,001-60,000 _____
10,001-20,000 _____ 60,001-70,000 _____
20,001-30,000 _____ Over 70,000 _____
30,001-40,000 _____

9. Your position in your present family is:

Wife/Mother _____ 3rd child _____
Husband/Father _____ 4th child _____
1st or oldest child ____ Other child (Please specify)
2nd child _____

10. Please answer the following if you are a full-time student.

A. What is your class status (e.g., freshman)? _____

B. What is your residence? (Please check one)

Residence hall _____ Parental home _____
Grad. apartments _____ Off-campus _____
Greek house _____

# Appendix F

## Cross-classification of Items between Past (Bozicas et al., 1986) and Present FFS Solutions

| Past | Present I | II | III | IV | V | Total in Past |
|---|---|---|---|---|---|---|
| I | 9 | 0 | 0 | 0 | 0 | 9 |
| II | 0 | 8 | 0 | 0 | 0 | 8 |
| III | 0 | 0 | 7 | 0 | 0 | 7 |
| IV | 0 | 0 | 0 | 7 | 0 | 8 |
| V | 0 | 0 | 0 | 0 | 8 | 8 |

I=Positive Family Affect; II=Family Worries;
III=Family Conflicts; IV=Family Rituals;
V=Family Communication

Comparisons between Past (Bozicas et al., 1986) and Present FFS Scale Properties

| Subscale | Mean | SD | Alpha |
|---|---|---|---|
| I | 3.93(4.02) | 1.50(1.63) | .84(.83) |
| II | 5.86(5.90) | 1.29(1.32) | .91(.85) |
| III | 3.69(3.71) | 1.38(1.57) | .76(.76) |
| IV | 5.26(4.93) | 1.49(1.72) | .79(.80) |
| V | 3.70(3.81) | 1.49(1.50) | .69(.75) |

Subscale Intercorrelations

| | I | II | III | IV | V |
|---|---|---|---|---|---|
| I | -- | | | | |
| II | .55(.49) | -- | | | |
| III | -.22(-.23) | -.45(-.37) | -- | | |
| IV | .44(.57) | .58(.48) | -.34(-.19) | -- | |
| V | -.09(.03) | -.23(-.27) | .27(.19) | .11(-.02) | -- |

Note: Previously obtained values are parenthesized.
I=Family Communication; II=Positive Family Affect;
III=Family Conflicts; IV=Family Rituals;
V=Family Worries

## Appendix G

Cross-classification of Items between Past (Williamson et al., 1984) and Present PAFS-Q Solutions

| Past | Present I | II | III | Total in Past |
|---|---|---|---|---|
| I | 6 | 0 | 0 | 8 |
| II | 0 | 9 | 0 | 11 |
| III | 0 | 0 | 11 | 11 |

I=Intergenerational Individuation
II=Intergenerational Triangulation
III=Spousal (Relationship) Intimacy

Comparisons between Past (Williamson et al., 1984) and Present PAFS-Q Scale Properties

| Subscale | Mean | SD | Alpha |
|---|---|---|---|
| I | 28.9(29.5) | 5.44(5.25) | .74(.87) |
| II | 35.8(27.1) | 10.5(11.7) | .86(.82) |
| III | 35.7(45.2) | 7.49(8.18) | .93(.95) |

Subscale Intercorrelations

| | I | II | III |
|---|---|---|---|
| I | -- | | |
| II | .04(.09) | -- | |
| III | .16(.23) | .10(-.01) | -- |

Note: Previously obtained values are parenthesized.
I=Intergenerational Individuation
II=Intergenerational Triangulation
III=Spousal (Relationship) Intimacy

Appendix H

Cross-classification of Items between Past (Olson et al., 1985) and Present FACES-III Solutions

| Past | Present I | Present II | Total in Past |
|---|---|---|---|
| I | 10 | 0 | 10 |
| II | 2 | 8 | 10 |

I=Cohesion; II=Adaptability

Comparisons between Past (Olson et al., 1985)

and Present FACES-III Scale Properties

| Subscale | Mean | SD | Alpha |
|---|---|---|---|
| I | 35.3(39.8) | 8.12(5.4) | .89(.77) |
| II | 25.4(24.1) | 6.36(4.7) | .77(.62) |

Subscale Intercorrelations

| | I | II |
|---|---|---|
| I | -- | |
| II | .32(.03) | -- |

Note: Previously obtained values are parenthesized.
I=Cohesion; II=Adaptability

# Appendix I

Means, standard deviations, skewness and kurtosis values for the measured variables.

| Measured Variable | Mean | SD | Skewness | Kurtosis |
|---|---|---|---|---|
| D1 | 241.96 | 93.54 | .15 | -.41 |
| D2 | 31.89 | 16.24 | .67 | .12 |
| PD1 | 5.50 | 5.05 | 1.94 | 3.93 |
| PD2 | 2.97 | 2.28 | 1.99 | 4.96 |
| PD3 | 1.92 | 1.51 | 1.78 | 2.63 |
| RI1 | 6.99 | 2.83 | 1.08 | 1.10 |
| RI2 | 6.38 | 2.67 | .98 | .02 |
| RI3 | 5.90 | 2.44 | .90 | .59 |
| IT1 | 9.52 | 3.02 | -.22 | -1.09 |
| IT2 | 13.96 | 4.18 | -.41 | -.72 |
| IT3 | 12.23 | 4.70 | .04 | -1.06 |
| II1 | 10.68 | 2.28 | -.47 | -.06 |
| II2 | 11.07 | 2.38 | -.56 | -.08 |
| II3 | 7.17 | 1.91 | -.47 | -.28 |
| FCM1 | 13.54 | 3.38 | -.14 | -.35 |
| FCM2 | 6.72 | 2.69 | .23 | -.20 |
| FCM3 | 11.18 | 3.60 | .12 | -.38 |
| PFA1 | 18.02 | 3.12 | -1.18 | .75 |
| PFA2 | 17.27 | 3.28 | -.82 | -.12 |
| PFA3 | 17.40 | 3.29 | -1.07 | .81 |
| FC1 | 7.60 | 2.36 | .03 | .01 |
| FC2 | 11.71 | 2.95 | .25 | .20 |
| FC3 | 6.57 | 2.12 | .27 | .33 |
| FR1 | 16.18 | 2.87 | -.63 | .04 |
| FR2 | 16.13 | 3.15 | -.59 | .30 |
| FR3 | 9.77 | 2.93 | -.31 | -.72 |
| FW1 | 10.04 | 3.08 | .35 | .20 |
| FW2 | 11.23 | 3.09 | .05 | .24 |
| FW3 | 8.37 | 2.38 | .03 | -.10 |

D=Differentiation; PD=Psychological Distress; RI=Relationship Intimacy: IT=Intergenerational Triangulation; II=Intergenerational Individuation; FCM=Family Communication; PFA=Positive Family Affect; FC=Family Conflicts; FR=Family Rituals; FW=Family Worries

# Bibliography

Arnstein, R.L. (1980). The student, the family, the university, and transition to adulthood. In S.C. Feinstein, P.L. Giovacchini, J.G. Looney et al. (Eds.), Adolescent Psychiatry. Chicago: University of Chicago Press.

Arnstein, R.L. (1984). Developmental issues for college students. Psychiatric Annals, 14, 647-651.

Bateson, G., Jackson, D.D., Haley, J., & Weakland, J. (1956). Toward a theory of schizophrenia. Behavioral Science, 1, 251-264.

Beck, A.T., Ward, C.H., Mendelson, M., Mock, J., & Erbaugh, J. (1961). An inventory for measuring depression. Archives of General Psychiatry, 4, 561-571.

Bell, L.G., & Bell, D.C. (1982). Family climate and the role of the female adolescent: Determinants of adolescent functioning. Family Relations, 31, 519-527.

Bell, D.C., & Bell, L.G. (1983). Parental validation and support in the development of adolescent daughters. In

H.D. Grotevant and C.R. Cooper (Eds.), Adolescent Development in the Family. New Directions for Child Development, no. 22. San Francisco: Jossey-Bass.

Blos, P. (1962). On adolescence: A psychoanalytic interpretation. New York: Free Press.

Blos, P. (1979). The adolescent passage. New York: International Universities Press.

Boszormenyi-Nagy, I., & Spark, G. (1973). Invisible loyalties: Reciprocity in intergenerational family therapy. New York: Harper & Row.

Bowen, M. (1978). Family therapy in clinical practice. New York: Jason Aronson.

Bowlby, J. (1969). Attachment and loss, Vol. 1: Attachment. New York: Basic Books.

Bozicas, G.D., Tavitian, M.L., Grebstein, L.C., & Velicer, W.F. (1986). A comparative evaluation of the family functioning scale and the family assessment device. Paper presented at the Annual Meeting of the Eastern Psychological Association, New York City.

Bozicas, G.D., & Velicer, W.F. (1986). An empirical

assessment of convergence among family functioning constructs. Manuscript in progress.

Cronbach, L.J. (1946). Further evidence in response sets and test design. Educational & Psychological Measurement, 6, 475-494.

Cronbach, L.J., & Gleser, G.C. (1965). Psychological tests and personnel decisions (2nd ed.). Urbana, Illinois: University of Illinois Press.

Dicks, H.V. (1963). Object relations theory and marital studies. British Journal of Medical Psychology, 36, 125-129.

Duvall, E.M. (1977). Marriage and family development. New York: Lippincott.

Epstein, N.E., Baldwin, L.M., & Bishop, D.S. (1983). The McMaster family assessment device. Journal of Marital and Family, Therapy, 4, 9-31.

Fairbairn, W. (1952). An object relations theory of personality. New York: Basic Books.

Fulmer, R.H., Medalie, J. & Lord, D.A. (1982). Life cycles in transition: A family systems perspective on

counselling the college student. Journal of Adolescence, 5, 195-217.

Feldman, L.B. (1982). Dysfunctional marital conflict: An integrative interpersonal-intrapsychic model. Journal of Marital and Family Therapy, 18, 285-294.

Haley, J. (1980). Leaving home. New York: McGraw-Hill.

Harlow, L.L. (1985). Behavior of some elliptical theory estimators with nonnormal data in a covariance structures framework: A monte carlo study. Unpublished doctoral dissertation, University of California, Los Angeles.

Hase, H.D., & Goldberg, L.R. (1966). Comparative validity of different strategies of constructing personality inventory scales. Psychological Bulletin, 67, 237-245.

Held, B.S., & Bellows, D.C. (1983). A family systems approach to crisis reactions in college students. Journal of Marital and Family Therapy,

Hoffman, J.A. (1984). Psychological separation of late adolescents from their parents. Journal of Counseling Psychology, 31, 170-178.

Ingram, T.L. (1985). Integrative couple therapy:

Combining object relations, systems, and experiential approaches. Family Therapy, 12, 81-89.

Kernberg, O. (1976). Object relations theory and clinical psychoanalysis. New York: Aronson.

Jackson, D.N. (1976). Jackson personality inventory. Port Huron, MI: Research Psychologists Press.

Jackson, D.N., & Messick, S. (1958). Content & style in personality assessment. Psychological Bulletin, 55, 243-252.

Joreskog, K.G. & Sorbom, D. (1984). LISREL VI. Indiana: Scientific Software.

Levenson, E.A., Stockhamer, N., & Feiner, A.H. (1967). Family transaction in the etiology of dropping out of college. Contemporary Psychoanalysis, 3, 134-157.

Levinson, D.J., Darrow, C.N., Klein, E.B., Levinson, M.H., & McKee, B. (1978). The seasons of a man's life. New York: Knopf.

Mahler, M.S. (1968). On human symbiosis and the vicissitudes of individuation. New York: International Universities Press.

Mahler, M.S., Pine, F., & Bergman, A. (1975). The psychological birth of the infant. New York: Basic Books.

Mallouk, T. (1982). The interpersonal context of object relations: Implications for family therapy. Journal of Marital and Family Therapy, 8, 429-441.

Meissner, W.W. (1978). The conceptualization of marriage and family dynamics from a psychoanalytic perspective. In T.J. Paolino, & B.S. McCrady (Eds.), Marriage and marital therapy. New York: Brunner/Mazel.

Minuchin, S. (1974). Families and family therapy. Cambridge: Harvard University Press.

Olson, D.H., Portner, J., & Bell, R. (1982). FACES-II: Family adaptability and cohesion evaluation scales. Family Social Science, University of Minnesota.

Olson, D.H., Portner, J., & Lavee, Y. (1985). FACES III. Family Social Science, University of Minnesota, St. Paul, Minnesota.

Olson, D.H., Sprenkle, K.H., & Russell, C.S. (1979). Circumplex model of marital and family systems I.: Cohesion and adaptability dimensions, family types, and

clinical applications. Family Process, 181, 3-28.

Olson, D.H., Russell, C.S., & Sprenkle, D.H. (1983). Circumplex model VI: Theoretical update. Family Process, 22, 69-83.

Rogers, D. (1979). The adult years: An introduction to aging. Englewood Cliffs: Prentice-Hall.

Rotter, J.B. (1966). Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs, 80, (1, Whole No. 609).

Sabatelli, R.M., & Mazor, A. (1985). Differentiation, individuation, and identity formation: The integration of family system and individual developmental perspectives. Adolescence, 20, 619-633.

Shaw, B.F., Vallis, T.M., & McCabe, S.B. (1985). The assessment of the severity and symptom patterns in depression. In E.E. Beckham & W.R. Leber (Eds.), Handbook of depression: Treatment, assessment, and research (pp. 372-407). Homewood, Illinois: The Dorsey Press.

Sheely, C.N. (1982). The symptom index. Springfield, Missouri.

Slipp, S. (1984). Object relations: A dynamic bridge between individual and family treatment. New York: Jason Aronson.

Spanier, G.B. (1976). Measuring dyadic adjustment: New scales for assessing the quality of marriage and similar dyads. Journal of Marriage and the Family, 38, 15-28.

Steinwand, G.M. (1984). Adolescent individuation: The culmination of a developmental line. Journal of the American Academy of Psychoanalysis, 12, 43-57.

Stierlin, H. (1981). Separating parents and adolescents. New York: Jason Aronson.

Tanaka, J.S. & Huba, G.J. (1984). Confirmatory hierarchical factor analyses of psychological distress measures. Journal of Personality and Social Psychology, 46, 621-635.

Tavitian, M.L. (1985). Studies on the validity of the family functioning scale. Unpublished doctoral dissertation. University of Rhode Island.

Tavitian, M.L., Lubiner, J.O., Green, L.A., Grebstein, L.C., & Velicer, W.F. (1985). Development of a family functioning scale. Manuscript submitted for publication.

Teyber, E. (1983). Effects of the parental coalition on adolescent emancipation from the family. Journal of Marital and Family Therapy, 9, 305-310.

Velicer, W.F. (1976). Determining the number of components from the matrix of partial correlations. Psychometrika, 41, 321-327.

Velicer, W.F., DiClemente, C.C., & Corriveau, D.P. (1984). Item format and structure of the personal orientation inventory. Applied Psychological Measurement, 8, 409-418.

Williamson, D.S. (1981). Personal authority via termination of the intergenerational hierarchical boundary: A "new" stage in the family life cycle. Journal of Marital and Family Therapy, 7, 441-452.

Williamson, D.S. (1982). Personal authority in family experience via termination of the intergeneraltional hierarchical boundary: Part III-Personal authority defined, and the power of play in the change process. Journal of Marital and Family Therapy, 8, 309-323.

Williamson, D.S., Bray, J.H., & Malone, P.E. (1984). PAFS: Personal authority in the family system questionnaire. Houston Family Institute.

Winnicott, D.W. (1965). The maturational process and the facilitating environment: Studies in the theory of emotional development. New York: International Universities Press.

Zinner, J. & Shapiro, R. (1972). Projective identification as a mode of perception in families of adolescents. International Journal of Psychoanalysis, 53, 523-530.

Zwick, W.R., & Velicer, W.F. (1982). Factors influencing four rules for determining the number of components to retain. Multivariate Behavioral Research, 17, 253-269.

Zwick, W.R., & Velicer, W.F. (1985). Comparison of five rules for determining the number of components to retain. Psychological Bulletin, 99, 432-442.